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ABSTRACT

This ERIC/RCS Special Collection contains two ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and nine FAST Bibs (Focused Access to Selected Topics--annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literacy (reading and writing, as well as other kinds of literacy) in adults (both college students and out-of-school adults). The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), information on requesting a computer search, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

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Adult Literacy

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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ERIC/RCS Special Collection 2: Adult Literacy

What Are ERIC/RCS SPECIAL COLLECTIONS?

Each ERIC/RCS Special Collection contains ten or more Digests and FAST Bibs offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC Digests are brief syntheses of the research that has been done on a specific topic. FAST Bibs (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both Digests and FAST Bibs provide up-to-date information in an accessible format.

Adult Literacy

The material in this collection focuses on literacy (reading and writing, plus all the other things that literacy means nowadays) in adults (both college students and out-of-school adults). Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The Digests may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the FAST Bibs may be used as the start of a more extensive look into what is available in the ERIC database on a subject of interest.

What are Some of the Important Issues in Adult Literacy?

Many Definitions of Literacy

No one definition of literacy covers the word's many meanings. In fact, one of the Digests in this collection is entitled *Multiplicities of Literacies in the 1990s*. It was written by Roger Sensenbaugh, who states: "A common theme in these documents [those entered into the ERIC database in the past few years] is that literacy is more than just being able to read and write; it is the ability to comprehend, interpret, analyze, respond, and interact with the growing variety of complex sources of information." Sensenbaugh commends Harvey Graff's position on literacy:

> What is needed is a broader view of reading and writing that integrates and emphasizes the many human abilities in the context of a changing world that requires their development and use. Paths to learning individual literacy by the young must be made less rigid; more attention must be paid to different sequences and structures of learning; and more sensitivity must be shown toward cultural and class influences.

Different Approaches to Adult Education and Adult Literacy Assessment

Elizabeth Metz, in a Digest entitled *The Issue: Adult Literacy Assessment*, discusses the many definitions of literacy and the various approaches to adult literacy programs, some of which she describes. Metz concludes as follows:

> Assessment of the adult learner apparently needs to be on an informal basis. The cultural, physiological, psychological, and educational characteristics of the learner should be noted through a series of informal interviews ofver a peiord of several sessions. Learner interests and goals should be discussed on an ongoing basis by the tutor and learner.

While these methods of assessment will probably take more time than a standardized test and formal intake interview, the results would be worth the extra time.

Lots of Unanswered Questions

Many other issues are at stake in the current intense concern over literacy, both in America and worldwide. How illiterate are we, anyway? Who and how many Americans and citizens of other countries are inadequately literate for their own needs and desires? What constitutes *functional illiteracy*? Who shall undertake the great work of providing literacy education to the vast number of adults who did not become adequately literate as a result of their schooling? What is the role of business and industry as teachers of workplace literacy to their employees? What about the constant upgrading of skills? What is society's responsibility in the provision of greater literacy to disenfranchised populations: the poor, ethnic minorities,

prison inmates, people for whom English is a second language? What are the political, social, and economic implications if we allow massive illiteracy to continue? What is the prognosis for worldwide literacy by the year 2000, or even 2050?

Many of these issues are addressed in this collection of ERIC materials. Also included in the collection are annotated bibliographies addressing such topics such as learning disabilties and reading, developmental reading at the postsecondary level, reading-writing relationships, reading and the elderly, and workplace literacy. Our intention is to help you become more familiar with some of the issues and research in the field of adult literacy. We hope you will find this ERIC/RCS Special Collection useful.

New Books Available

Two recent books, both available from the ERIC/RCS Clearinghouse, provide further discussion of important issues in this field.

Adult Literacy: Contexts and Challenges, by Anabel Newman and Caroline Beverstock (copublished by the International Reading Association and ERIC/RCS)

Adult Literacies: Intersections with Elementary and Secondary Education, by Caroline Beverstock and Anabel Newman (published by Phi Delta Kappa, with assistance from ERIC/RCS)

To order these books, please use the form at the end of this collection.

Further Information

From the ERIC Database:

A number of citations may be found in the annotated bibliographies included in this collection. Still others may be found by searching the ERIC database. A few of the terms that would be useful in a search are: Adult-Literacy, Functional-Literacy, Adult-Students, Adult-Basic-Education,Adult-Education, and Adult-Reading-Programs.

From Access ERIC:

Call Access ERIC (1-800-USE-ERIC) to receive a free subscription to *The ERIC Review*. The April 1991 issue is on literacy, and the lead article is entitled, "Issues in Adult Literacy Education."

Other ERIC Clearinghouses

The ERIC Clearinghouse on Reading and Communication Skills deals with reading and other communication skills among learners at many ages. The ERIC system also has a clearinghouse that deals directly with adult education and workplace literacy. Please contact it for further information:

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
Telephone: (800) 848-4815 or ((614) 292-4353

There is also an adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient adults:

Clearinghouse on Literacy Education for LEP Adults
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
Telephone: (202) 659-5641

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ERIC Digest

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Multiplicities of Literacies in the 1990s

by Roger Sensenbaugh

A number of phrases incorporating the word *literacy* have been used in the documents entered into the ERIC database in the past few years. These phrases include *computer literacy, scientific literacy, literacy acquisition, emerging* or *emergent literacy, visual literacy, cultural literacy,* and *literacy instruction.* Closely allied to these "literacies" are terms referring to computer uses in education, second language acquisition, influence of the home environment on students, the whole language approach, and literacy in business and industry.

The Broadening Scope of Literacy

Out of this proliferation of literacies, one important aspect for reading, English, and language arts teachers concerns teaching methods which incorporate the broadening scope of literacy. A common theme in these documents is that literacy is more than just being able to read and write; it is the ability to comprehend, interpret, analyze, respond, and interact with the growing variety of complex sources of information. Calfee (1986) discusses the concept of literacy and how programs should be designed to help children from disadvantaged backgrounds acquire literacy. He includes a description of current curricula and presents tentative recommendations for policy changes at all levels. On a more practical level, McCracken and McCracken (1986) discuss stories, songs, and poetry as part of the repertoire of instructional techniques for developing literacy.

Some documents report on the implementation of a comprehensive program of *literacy education* (Snow, Palladino, and Engel, 1987) while others provide the programs themselves (Graves, 1982). Milz (1987), for example, discusses how teachers can implement the deeper understanding of literacy development that research has offered.

Acquisition of Literacies

Literacy acquisition, that is, the ways in which learners acquire literacy, is important for its instructional implications and for its impact on the way that literacy itself is defined. Observing how children make sense out of the world has taught researchers that there is more to literacy than mastering isolated reading and writing skills. Goodman (1985) argues that children growing up in literate societies begin to read and write long before they start school. The interaction between a parent and child acquiring literacy together is highlighted in studies of intergenerational literacy. Hatch and Freeman (1987) discuss a striking dichotomy between current theory and educational practice in the Ohio public schools. Not only does current theory have a hard time breaking into the arena of current practice, but current theorists are not of one mind when it comes to exactly what research tells us.

Defining Literacy

As the scope of literacy expands, confusion increases as to what exactly is meant by literacy. Venezky (1990), while focusing on adult literacy, concludes with a discussion of the issues surrounding a definition of literacy and presents a definition of his own. Definitions of literacy also need to take into account the variety of cultures. Hamilton-Wieler (1989) argues that different cultural agendas for literacy, emerging from very different cultural histories, will require different solutions.

Graff (1987) provides a much needed historical perspective on the concept of literacy. He argues that not only is the issue of literacy complex, it has continuities and contradictions at its very core. Powell (1990), after discussing the faddishness of writing and talking about literacy, argues that the crucial issue is one of permanency: What does an individual have to do to be forever literate?

As modern culture evolves, so also do the many forms of language within which ways of thinking, working, negotiating, and reading with experience are encoded. To be alert to how language works for creating and organizing meaning is to be conscious of how to manipulate and use it. New technology, for example, demands a greater degree of conscious reflection on its ways of working. (Christie, 1990)

Roger Sensenbaugh is the CIJE Coordinator for the ERIC Clearinghouse on Reading and Communication Skills.

Expanding the Domain

Clearly, *literacy* has broadened beyond skills used in reading and writing to include terms in other disciplines. Butzow and Butzow (1988) describe an approach to teaching *scientific literacy* by integrating the subject matter from a variety of disciplines using children's literature. Mitman, *et al.* (1985) focus specifically on the topic of scientific literacy and provide teachers with background on the goals of science instruction and practical recommendations for instructional practice.

The term *media literacy* is most often used to refer to TV watching habits. Abelman (1987) investigates the effect of an in-school curriculum designed to encourage children's awareness of and attention to television's prosocial portrayals. Aiex (1989) summarizes research on mass media and offers suggestions for developing media literacy in students.

Cultural literacy has entered the database as a consequence of Hirsch's work. *Computer literacy* is included but appears under the more general term: *computer uses in education.* Home literacy may become a new term due to the growing number of citations that reflect on parental involvement in literacy acquisition, or literacy in the home.

The definition of literacy has expanded well beyond that found in the scope note of the 1988 *ERIC Thesaurus:* "Literacy is the ability to read and write and to communicate with written or printed symbols." Literacy involves making meaning from a variety of sources and communicating it to a variety of audiences.

Graff's position on literacy may be the most constructive for the future: "What is needed is a broader view of reading and writing that integrates and emphasizes the many human abilities in the context of a changing world that requires their development and use. Paths to learning individual literacy by the young must be made less rigid; more attention must be paid to different sequences and structures of learning; and more sensitivity must be shown toward cultural and class influences."

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Powell, William R. "Adult Literacy Programs of the Future." Paper presented at the Annual Meeting of the International Reading Association, 1990. [CS 010 024]

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ERIC Digest

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The Issue: Adult Literacy Assessment

by Elizabeth Metz

Literacy assessment is a multifaceted issue in adult education. Much of the problem occurs because there is no one definition of literacy. Currently, literacy seems to be equated with functional literacy, but does this mean illiterates can't function well enough to hold any job, or a particular job? Or, does it mean that they can't read prescription labels, warnings on household chemicals, labels in the grocery store, or street signs? Or, maybe it means they can't write a letter to a friend. There are almost as many definitions of functional illiteracy as there are adult illiterates because it is a personal issue. The common thread is the "desire to gain control of their lives" (Johnson, 1988, from Tuiman, 1987, quoting Luria, 1976).

The variety of definitions is reflected in the va. array of adult education programs such as those offered through public school districts, state education offices, Literacy Volunteers of America, Laubach, public libraries, industry, and the federal government tied to the Job Training Partnership Act and the Departments of Agriculture, Defense, Health and Human Services, Interior, Justice, and Labor (Newman, 1986). Some programs are learner centered, some competency based and some job centered. The instructors may be anywhere on a continuum from volunteers who have received only a few hours' training to certified professional adult educators.

Assessment Methods?

How does one assess literacy under such circumstances? Chall states that "there are few tests specifically meant for adults (and) there seems to be a hesitation in using them" (quoted in French, 1987). One commonly used test, TABE (Test of Adult Basic Education), until recently was normed on children and most are scored using grade level equivalents. This is a "legacy from our definition of literacy as a level of achievement" (French, 1987). French suggests that informal testing would be one direction to follow which would allow for a "more personal perspective." One common goal should be that "assessment integrates both curriculum and student-identified goals and needs" (Hines, 1988).

Some Adult Literacy Programs

Time to Read is a national volunteer literacy program designed by Time Inc. Tutoring programs, both group and one-on-one, are built around respect for the learner and his/her interests. The learner's progress is assessed through activity sheets, answer keys and recording forms. Pre-post reading tests and self-assessment instruments are also used. *Time to Read* considers that the "key to effective assessment of learner progress (is the) close interaction between tutors and learners" (Cardwell, 1988).

The Center for Literacy, Philadelphia, provides a curriculum based on the individual learner's goals, interests and needs. Underlying assumptions are that literacy is social and that the learners come with their own goals and objectives; have their own perception of literacy, teaching, and learning; develop ideas about literacy from assessment measures; and build expectations by the method of assessment. *The Center for Literacy* uses planning conferences during the intake session and every six months for assessment. Items such as the learner's everyday life, reading and writing strategies, interests, perceptions of reading and writing, and goals are taken into consideration. A portfolio of the learner's accomplishments and current work is kept and completion is measured in relation to the learner's goals. The advantages are felt to be: a direct translation to instruction, emphasis on what the learner can do, a focus on motivating personal goals, elimination of test anxiety, communication of respect, and the active role of the learner. The limitations are the lack of quantitative information, the time taken, and the need for greater staff expertise. (For a short-term longitudinal study of 76 adults enrolled in this program see Lytle and others, 1986.)

The Federal Prison System (Muth, 1988) reading programs are standardized test oriented. Inmates take the ABLE (Adult Basic Learning Examination) on entry into the system. If they score less than 8.0 (grade level) on any subtest, they are required to attend Adult Basic Education classes for 90 days. The problem the prison

Elizabeth Metz is Supervisor of the Reading Practicum at Indiana University.

system has seen with the use of ABLE is that each institution develops its own program. There is a movement to a skills core curriculum that focuses on skills assessed by ABLE, although this has aroused some controversy.

Project: *LEARN*, Cleveland, (Oakley, 1988) uses volunteer tutors trained in the use of Laubach materials. (For a discussion of the Laubach program see Meyer and Keefe, 1988.) Assessment of learners begins at the intake interview through an attempt to see how well the learners can do the early lessons. The Project: *LEARN* personnel did a one-time study (1982-3) of the use of ABLE and found it to be time consuming and expensive. They also felt that the ABLE does not test what they teach, that their learners felt anxiety, and that the norming population did not match theirs. They are now using the WRAT (Wide Range Achievement Test) and the learners' goals, which give them a baseline for later assessment (Oakley, 1988).

The City University of New York Adult Literacy Program (Oppenheim, 1988) specifies that standardized tests should be only one component of assessment. Student survey results, anecdotal reports, and the learner's own writing are included in assessment. The learner is given the TABE upon entry and after 100 hours of instruction. There is also a structured interview in which the learner's goals, preferred learning style, and learning objectives are noted. Currently, several other methods of assessment are being studied.

The Greece Central School District Continuing Education Division, North Greece, New York, also uses the TABE, as well as assessing their learners at entry through interviews by teacher/counselors. Both aspects are felt to be necessary, especially the informal and non-threatening interview. Assessment then becomes ongoing, using a diagnostic-prescriptive model (Rupert, 1988).

CASAS (Comprehensive Adult Student Assessment System) is used in all California programs that receive federal Adult Basic Education Act 306 funds. Assessment is "linked directly to (203) identified competency statements across a continuum of difficulty" (Rickard, 1988; Rickard and Stiles, 1985) which are updated annually. All the materials used in the program are coded to this list. When learners first enter the program, their needs and skills are assessed through an interview. They are then placed in an appropriate class and given the *CASAS* Pretest and post-tested after 100 hours of instruction. *CASAS* users feel that it works well, since all aspects of the program are integrated with the competencies. The difficulty has been in record keeping, a problem they hope to solve with use of a computerized management system.

The Literacy Volunteers of America-Danbury, CT assess all learners using LVA READ on entry and again after 6 months or 50 hours of instruction. The students are also asked what they want to accomplish. The tutor is encouraged to "constantly listen to expressed desires and needs as tutoring progresses" (Stark, 1988). Achievement of goals is measured not only through an objective instrument but also through the successful completion of a life skill. As tutors do not always record these latter achievements from failure to understand their importance, the program wants to develop competency-based education.

California Literacy Campaign is a statewide library-based program (Solorzano, 1988; Strong, 1986). Each site is encouraged to develop a program that fits the needs of its unique area. In response to the need for better learner assessment, the California Adult Learner Progress Evaluation Process (CALPEP) was developed to measure learner progress through changes in "learners' reading and writing habits, learner perceptions of reading and writing progress, and goal attainment" (Solorzano, 1988). CALPEP is utilized at entry and at six month intervals. Progress is charted by both tutors and learners.

Assessment Tools

From the above it is obvious there is a wide variance in assessment tools used and views of them. There does seem to be a general acknowledgement that what is available needs improvement. Standardized tests do not appear to be the answer as they are related to former failure, give a one-sided view of a multi-sided problem, and often do not measure anything which pertains to the goals of the learner. Competency-based programs also have a similar problem as they tend to be imposed on a learner.

Assessment of the adult learner apparently needs to be on an informal basis. The cultural, physiological, psychological and educational characteristics of the learner should be noted through a series of informal interviews over a period of several sessions. Learner interests and goals should be discussed on an ongoing basis by the tutor and learner.

While these methods of assessment will probably take more time than a standardized test and formal intake interview, the results would be worth the extra time. Rapport would be built between learner and tutor, the self-image of the learner would be enhanced, and the goals and needs of the individual learner would be met. Success would be built into the program. Progress would be noted as each goal of the learner is reached and new goals would be established as part of an ongoing assessment program.

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Introduction to FAST Bibs

Two types of citations are included in these bibliographies—citations to ERIC documents and citations to journal articles. The distinction between the two is important only if you are interested in obtaining the full text of any of these items. To obtain the full text of ERIC documents, you will need the ED number given in square brackets following the citation. For approximately 98% of the ERIC documents, the full text can be found in the ERIC microfiche collection. This collection is available in over 800 libraries across the country. Alternatively, you may prefer to order your own copy of the document from the ERIC Document Reproduction Service (EDRS). You can contact EDRS by writing to 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, or by telephoning them at (800) 443-ERIC (3742) or (703) 440-1400. For those few ERIC documents which are not available by these means, information regarding their availability is provided in the square brackets.

Full text copies of journal articles are not available in the ERIC microfiche collection or through EDRS. Articles can be acquired most economically from library collections or through interlibrary loan. Articles from some journals are also available through University Microfilms International at (800) 732-0616 or through the Original Article Tearsheet Service of the Institute for Scientific Information at (800) 523-1850.

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Focused Access to Selected Topics No. 45
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Learning Disabilities and Reading

by Jerry Johns and Sandy Krickeberg

Educators who teach reading to students with learning disabilities face a task that requires skill in a specialized area. This *FAST Bib* describes several resources that provide information on teaching reading to learning disabled (LD) students. The references listed here were produced through a search of the ERIC database from 1987 to 1989.

The citations are arranged in two categories: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students.

Overview and Research

Algozzine, Bob; and others. "Reading and Writing Competencies of Adolescents with Learning Disabilities," *Journal of Learning Disabilities,* v21 n3 p154-60 Mar 1988.

Analyzes communication performance of tenth-grade LD students on the Florida State Student Assessment Test-II (a minimum competency test). Supports employers' belief in the importance of these skills for job performance.

Das, J.P. "Intelligence and Learning Disability: A Unified Approach," *The Mental Retardation Learning Disability Bulletin,* v15 n2 p103-13 1987.

Describes learning disability or reading disability in terms of deficiencies in processing information. Offers an integrated view of intelligence as cognitive processing followed by a demonstration of how tests of information processing have successfully revealed strengths and weaknesses of cognitive processes relating to reading.

Dyck, Norma; Sundbye, Nita. "The Effects of Text Explicitness on Story Understanding and Recall by Learning Disabled Children," *Learning Disabilities Research,* v3 n2 p68-77 Sum 1988.

Compares the effects of two ways of making text more explicit for LD children: by adding supportive information or asking inference questions at the ends of episodes. Demonstrates that adding elaborative content enhanced story understanding while asking inference questions was not more effective than the explicit version of the text alone.

Flaro, Lloyd. "The Development and Evaluation of a Reading Comprehension Strategy with Learning Disabled Students," *Reading Improvement,* v24 n4 p222-29 Win 1987.

Discusses a learning strategy, employing imaginal processes and verbal mediation procedures, designed to improve reading comprehension in 24 LD students. Indicates significant gains and improvement in reading comprehension over a 15-week treatment period.

Rhodes, Lynn, K.; Dudley-Marling, Curt. "Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students." 1988. 329p. [ED 293 117]

Presents a holistic perspective on reading and writing instruction, focusing on meaningful, purposeful literacy applications. Discusses LD and remedial students, and introduces readers to a holistic theory of reading and writing development.

Sawyer, Walter E. "Attention Deficit Disorder: A Wolf in Sheep's Clothing...Again," *Reading Teacher,* v42 n4 p310-12 Jan 1989.

Examines the trend of using Attention Deficit Disorder (ADD), commonly known as hyperactivity, to classify students as LD. Notes that ADD characteristics are frequently observed in children with reading problems, and argues that misclassifying students as LD denies them appropriate reading instruction.

Seidenberg, Pearl L. "Cognitive and Academic Instructional Intervention for Learning Disabled Adolescents," *Topics in Language Disorders,* v8 n3 p56-71 Jun 1988.

Notes that research on LD secondary school students' academic deficits, response to classroom environment, and response to instructional interventions are integrated with research on metacognition in text learning. Recommends a metacognitive orientation for instructional intervention programs, which should address general

comprehension strategies, specific study strategies, and factors related to learner characteristics.

Smith, Sally L. "Typical Academic Problems of Learning Disabled Children," *Pointer,* v32 n3 p8-10 Spr 1988.

Presents a list of 70 typical academic problems of learning-disabled children that special educators must be able to diagnose and remedy. Categorizes the problems as follows: reading, language, spelling, handwriting, arithmetic, thinking, and school task and behavior problems.

Smart, Fern; and others. "Reading Disabled Children with Above Average IQ: A Comparative Examination of Cognitive Processing," *Journal of Special Education,* v22 n3 p344-57 Fall 1988

Studies the cognitive processing in high IQ and average IQ elementary grade LD and non-LD children. Finds that LD students were poorer in sequential processing and planning compared to non-LD students; high IQ LD students lost their IQ advantage to low IQ LDs in sequential scores.

Weisberg, Renee. "1980s: A Change in Focus of Reading Comprehension Research: A Review of Reading/Learning Disabilities Research Based on an Interactive Model of Reading," *Learning Disability Quarterly,* v11 n2 p149-59 Spr 1988.

Contains a review of reading comprehension research since 1980, based on an interactive model of reading, with a focus on reading disabilities/learning disabilities. Includes studies which have investigated the influence of readers' prior knowledge of a topic, the influences of text structure and task demands, and metacognitive strategies.

Weltner-Brunton, Susan L.; and others. "Is Earlier Better? Reading Achievement and WISC-R Stability in Earlier vs. Later Identified Students with Learning Disabilities," *Learning Disability Quarterly,* v11 n1 p71-79 Win 1988.

Compares earlier identified (grades 2-4) to later identified (grades 5-8) LD students' test scores (Woodcock Reading Mastery Tests and Wechsler Intelligence Scale for Children) upon identification and over time in special education. Finds no significant between-group differences at identification and that over time (two years), verbal ability decreased, though reading achievement increased for both groups.

Instructional Strategies

Dudley-Marling, Curt. "Assessing the Reading and Writing Development of Learning Disabled Students: A Holistic Approach," *B.C. Journal of Special Education,* v12 n1 p41-51 1988.

Contrasts traditional practices in reading and writing assessment which focus on fragmented, isolated skills to a holistic approach to assessment, which is recommended. Examines children's reading and writing as communicative behaviors that are effectively evaluated through systematic observations as they occur in natural settings.

Hittleman, Daniel R. "Using Literature to Develop Daily Living Literacy: Strategies for Students with Learning Difficulties," *Journal of Reading, Writing, and Learning Disabilities International,* v4 n1 p1-12 1988-89

Describes how students with learning difficulties can develop their literacy for daily living by using daily living literature, which provides knowledge and skills for accomplishing some societal task.

Hollingsworth, Paul M.; Reutzel, D. Ray. "Whole Language with LD Children,"*Academic Therapy,* v23 n5 p477-88 May 1988

Examines how the use of the whole language theory can improve the reading and writing of the language LD. Describes resource room characteristics necessary to create a whole language learning environment and outlines instructional practices consistent with whole language theory, such as reading aloud, language experience approach, and predictable story books.

Knupp, Richard. "Improving Oral Reading Skills of Educationally Handicapped Elementary School Aged Students through Repeated Readings." 1988. 80p. [ED 297 275]

Examines the efficacy of the repeated readings method in improving the oral reading rate, decreasing the number of oral reading errors, and improving the oral reading comprehension accuracy of educationally handicapped students. Finds that poor readers learned to develop reading speed and fluency with repeated practice and that subjects improved their reading speed and comprehension and decreased the number of word errors.

Maria, Katherine. "A New Look at Comprehension Instruction for Disabled Readers," *Annals of Dyslexia,* v37 p264-78 1987.

Describes three holistic approaches to reading comprehension instruction for LD children: text-based instruction, explicit comprehension instruction, and a combined model. Discusses each model's strengths, weaknesses, and teaching techniques. Recommends the combined model.

Mastropieri, Margo A.; and others. "Learning Disabled Students' Memory for Expository Prose: Mnemonic versus Non-mnemonic Pictures," *American Educational Research Journal*, v24 n4 p505-19 Win 1987.

Examines whether mnemonic or non-mnemonic pictures aid LD students in grades seven, eight, and nine when reading expository passages about the extinction of dinosaurs. Determines that both types of pictures aided students' free recall, while only mnemonic pictures facilitated recall of the plausibility order of the passages.

Monda, Lisa E.: and others. "Use the News: Newspapers and LD Students." *Journal of Reading*, v31 n7 p678-79 Apr 1988.

Offers suggestions for using the newspaper to help LD students improve their reading, language arts, and mathematics skills.

O'Shea, Lawrence J.; and others. "The Effects of Repeated Readings and Attentional Cues on the Reading Fluency and comprehension of Learning Disabled Readers," *Learning Disabilities Research*, v2 n2 p103-09 Sum 1987.

Analyzes the effects of LD elementary grade students reading passages orally one, three, or seven times with instructions to work for either fluency or comprehension. Finds that both fluency and comprehension improved with the number of readings with the greatest improvement being between one and three readings. Attentional cues operated in the expected directions.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Work Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Uses a repeated measures design where third grade students with learning disabilities read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both work recognition accuracy and reading comprehension.

Schworm, Ronald W. "Look in the Middle of the Word," *Teaching Exceptional Children*, v20 n3 p13-17 Spr 1988.

Discusses how the use of visual phonics can help beginning readers or reading-disabled students overcome difficulties in word learning. States that the technique enhances the ability to identify grapheme-phoneme correspondences (usually appearing in the middle of words and useful for decoding) and prompts the learner to generalize these correspondences from one word to another.

Somerville, David E.; Leach, David J. "Direct or Indirect Instruction?: An Evaluation of Three Types of Intervention Programmes for Assisting Students with Specific Reading Difficulties," *Educational Research*, v30 n1 p46-53 Feb 1988.

Describes intervention programs (psychomotor, self-esteem enhancement, and direct instruction) with children who had reading difficulties. Finds that the direct instruction program had the greatest gains and that post-intervention questionnaires completed by subjects, parents, and teachers indicated that perceived success differed significantly from measured success.

Torgesen, Joseph K.; and others. "Using Verbatim Text Recordings to Enhance Reading Comprehension in Learning Disabled Adolescents," *Learning Disabilities Focus*, v3 n1 p30-38 Fall 1987.

Evaluates the effectiveness of using verbatim text recordings to increase LD high school students' reading comprehension and learning ability. Finds that the use of the recordings did produce performance gains, especially when used in conjunction with completion of a related worksheet.

Torgesen, Joseph K.; and others. "Improving Sight Word Recognition Skills in LD Children: An Evaluation of Three Computer Program Variations," *Learning Disability Quarterly*, v11 n2 p128-32 Spr 1988.

Evaluates the relative effectiveness of three variations of a computer program designed to increase the sight-word reading vocabulary of 17 learning-disabled children in grades 1,2, and 3. Reports no differences among the visual only, the visual-auditory, or auditory only presentation modes.

Wilkinson, Ian; and others. "Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Ef-

fects," *American Educational Research Journal, v25 n1 p127-44 Spr 1988.*

Reanalyzes data from a study on silent classroom reading with 105 LD students (aged 6-12 years) using linear structural equation modeling. Concludes that when entry-level abilities are controlled, silent reading does not have a significant effect on post-test reading performance.

Williams, Joanna P. "Identifying Main Ideas: A Basic Aspect of Reading Comprehension," *Topics in Language Disorders*, v8 n3 p1-13 June 1988.

Asserts that identifying the main points of a communication is fundamental to successful reading comprehension. Discusses difficulties in defining main idea, text structure variables in determining important information, textual hierarchy and the theory of macrostructure, text features signalling important information, summary writing, learning-disabled readers' insensitivity to text importance, and instructional methods.

ERIC

Focused Access to Selected Topics No. 43
a FAST Bib by the
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Post-Secondary Developmental Reading

by Jerry Johns and Sandy Krickeberg

At the post-secondary level, educators face a diverse student population that, in addition to the traditional student, includes students with special needs such as learning disabilities. To meet this range of abilities, the reading process must be thoroughly understood. The purpose of the *FAST Bib* is to provide sources of information about college reading. The references pertain to research about college reading, the reading process, and/or strategies for instruction. Also included are references to discussions of specific content area study skills, as well as students with particular special needs.

Overview and Research

Collins-Eiland, Karen; and others. "Effects of Conversational Noise, Locus of control, and Field Dependence/Independence on the Performance of Academic Tasks," *Contemporary Educational Psychology*, v11 n2 p139-49 Apr 1986.

Evaluates the effects of conversational noise on the comprehension/retention of 2000-word text excerpts. Describes an experiment in which students studied under noise conditions and under nonnoise conditions. Reports no significant differences between groups but identifies subgroups that showed significant differences.

Goetz, Ernest T.; and others. "The Author's Role in Cueing Strategic Processing of College Textbooks," *Reading Research and Instruction*, v27 n1 p1-11 Fall 1987.

Examines the nature and prevalence of author-provided cues to effective processing in introductory college textbooks in psychology and biology. Concludes that the authors of the texts chose cues that would be effective even with relatively passive learners and rarely chose cues that demand much activity from readers.

Hunter, Paul; Pearce, Nadine. "Writing, Reading, and Gender," *Journal of Developmental Education*, v12 n1 p20-22, 24-26 Sep 1988.

Reviews research on sex differences in language use. Describes a study of the language patterns of female college students in basic writing or freshman composition. Addresses instructional implications. Reviews relevant reading theories, discusses the relationship between women's language patterns and their reading schemata, and recommends novels for remedial women readers.

Hynd, Cynthia R.; and others. "Computers in the College Reading Program: A Basic Primer." College Reading and learning Assistance Technical Report 86-05. 1986. 18p. [ED 269 753]

Explains a categorization scheme to use while reviewing and evaluating computer programs. Describes the types of programs pertinent to the needs of college reading instructors. Suggests that organization of curriculum and goals of instruction should be considered. Provides guidelines for evaluating program needs as well as software before purchasing new computer materials. Includes a software evaluation sheet and list of technical reports.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills." 1988. 9p. [ED 295 706]

Describes a study conducted at a junior college designed to determine whether students' perceptions of their reading abilities could be used to predict their actual reading skills. Finds that students' perceptions of their skill levels were statistically independent of their actual skill levels.

Stahl, Norman A.; and others. "The Materials of College Reading Instruction: A Critical and Historical Perspective from 50 Years of Content Analysis Research." College Reading and learning Assistance Technical Report 87-03. 1987. 40p. [ED 296 281]

Focuses on research from the mid-1920s to the mid-1980s, examining the published content analyses of college reading texts from the standpoint of which methods were used, specific information presented in respective content analyses, and observed trends in content presentation that have emerged since the mid-1920s. Reveals the following conclusions: (1) a consensus across texts as to what constituted effective study methods did not exist; (2) research evi-

dence for most of the advocated techniques was missing; (3) adequate instruction and practice for presented skills and subskills were limited in scope and validity; (4) the transfer value of many practice activities to actual post-secondary reading and study tasks was in question; and (5) reliance on impressionistic evidence rather than research and statistical evidence was the norm.

Reading Process and Strategies

Heller, Mary F. "Comprehension Monitoring Strategies of College Reading methods Students," *Reading Horizons*, v29 n1 p51-61 Oct 1988.

Reports a study that examined the way college students in a reading methods course learned about and demonstrated the strategies they used to construct the main idea of an essay. Concludes that teacher modeling and concrete examples are important to all levels of instruction, kindergarten through university senior.

Randall, Alice; and others. "Using Think-Aloud Protocols Diagnostically with College Readers," *Reading Research and Instruction*, v27 n4 p240-53 Sum 1986.

Outlines procedures used in an investigation of college students' thinking aloud protocols and discusses the framework developed for differentiating student-text interactions and identifying the common problems of less able comprehenders. Suggests ways to use protocols to look into the ways students comprehend texts, to identify comprehension problems, and to find cues for subsequent instruction.

Smith, Brenda D.; and others. "The Effect of Imagery Instruction on Vocabulary Development." College Reading and Learning Assistance Technical Report No. 87-05. 1987. 23p. [ED 291 076]

Explores the usefulness of imagery as a learning tool in a classroom situation. Investigates whether a visual image has an additive effect on the recall of definitions of previously unknown English words. Determines whether providing an image portraying the definition of the word promoted more effective learning. Finds that the group which received definition, sentence, and visual image performed significantly better than the first group receiving only the definition, indicating that visual imagery can be used successfully as part of an instructional technique in vocabulary development programs at the college level.

Stephens, Elaine C.; and others. "The Cloze Procedure as Predictor of Undergraduate Achievement in Introductory Courses." 1986. 7p. [ED 285 134]

Investigates the adaptability of the cloze procedure for use in undergraduate courses, specifically examining the relationship between cloze performance tests and student achievement. Indicates a moderately strong association between the results on the cloze tests and the students' final grades. Verifies the findings by applying the procedure to students in introductory classes in three other disciplines: sociology, psychology, and biology. Indicates a positive correlation between cloze test results and final course grades. Suggests that the cloze procedure could serve as a useful predictor of class performance in many undergraduate introductory classes, with the potential for improving undergraduate instruction if used to select better textbooks and as an aid in making basic instructional decisions.

Study Skills

Blanchard, Jay; Mikkelson, Vincent. "Underlining Performance Outcomes in Expository Text," *Journal of Educational Research*, v80 n4 p197-201 Mar-Apr 1987.

Investigates test performance outcomes for college students using underlining as a study strategy. Concludes that, regardless of study time and reading achievement, underlining was popular because it helped to ensure recall of information from underlined text segments.

Horowitz, Daniel M. "What Professors Actually Require: Academic Tasks for the ESL Classroom," *TESOL Quarterly*, v20 n3 p45-62 Fall 1986.

Analyzes the actual writing assignments and essay tests given to college students. Shows that tests and assignments were mostly highly controlled and fell into seven categories, including summary of/reaction to reading, comma-annotated bibliography, and research project. Discusses implications for creating tasks in the English for Academic Purposes classroom.

Nist, Sherrie L. "Teaching Students to Annotate and Underline Text Effectively-Guidelines and Procedures." College Reading and Learning Assistance Technical Report No. 87-02. 1987. 19p. [ED 281 155]

Explains how annotating/underlining serves a dual function: students can isolate key ideas at the time of the initial reading and then study those ideas later as they prepare for tests. Describes annotate/underline principles that are ef-

fective for students. Gives guidelines for teaching the strategy.

Samuels, S. Jay; and others. "Adults' Use of Text Structure in the Recall of a Scientific Journal Article." *Journal of Educational Research*, v81 n3 p171-74 Jan-Feb 1988.

Examines how knowledge of text structure may aid in comprehension and recall. Students were assigned to read a canonical or a noncanonical text after half of them received instruction in text structure. Evaluates written recall of the text for comprehension. Discusses methodology and results.

Scales, Alice M. "Teaching College Reading and Study Skills through a Metacognitive-Schema Approach." 1987. 39p. [ED 298 428]

Describes a reading and study skills course for college students, based on concepts of metacognition and schema. Explains how students make use of their self-knowledge, their learned study and reading skills, and their understanding of things, people, language, etc., to make sense from their textbooks and to apply that textbook knowledge appropriately to tasks. Emphasizes self-questioning strategies, word-learning skills, listening and note-taking skills, library skills, test-taking techniques, and time management skills.

Simpson, Michele L.; and others. "PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned Writing." College Reading and Learning Assistance Technical Report 87-04. 1987. 22p. [ED 292 097]

Examines PORPE, a comprehensive strategy system using writing, which was originally created for students who wanted to know how to study for essay examinations in their college courses. Investigates the effectiveness of PORPE, with students in a developmental college reading class. Shows that the students trained in PORPE scored significantly better on their initial, and even delayed, essay and multiple-choice exams.

Simpson, Michele L. "Teaching University Freshmen to Employ, Regulate and Transfer Study Strategies to the Content Areas." 1986. 13p [ED 272 850]

Determines whether students have study strategies that they can transfer to future learning tasks. Uses a content-based model, the Supportive Seminar, which can teach college students how to employ effective and appropriate study strategies and help students to plan, monitor, and evaluate their own independent learning. Reports that students transferred the appropriate strategies, regularly used many of the strategies learned in the seminar, were aware of the underlying processes and the uniqueness of each strategy, and would highly recommend a Supportive Seminar to a friend. Concludes that Supportive Seminars are credible delivery models that adhere to a content-based philosophy of college reading.

Witkowski, Joseph C. "Solving Problems by Reading Mathematics," *College Teaching*, v36 n4 p162-65 Fall 1988.

Describes a course at the University of Georgia that helps students acquire problem-solving skills so that ultimately the entire remedial program improves, giving students with major deficiencies in basic skills a better chance to succeed in their regular university courses.

Students with Special Needs

Aaron, P.G.; Phillips, Scott. "A Decade of Research with Dyslexic College Students: A Summary of Findings," *Annals of Dyslexia*, v36 p44-66 1986.

Reviews the findings from an analysis of several research projects involving dyslexic college students. Determines typical student characteristics are slow reading rate, error-prone oral reading, poor spelling, grammatically incorrect writing, poor mastery of grapheme-phoneme relationships, and adequacy of oral language skills.

Aaron, P.G. "Developmental Dyslexia: Is It Different from Other Forms of Reading Disability?" *Annals of Dyslexia*, v37 p109-25 1987.

Compares college students in a dyslexia group to a non-specific reading-disabled group. Compres controls on cognitive and reading-related skills. Indicates that poor decoding skills characterized the dyslexic reader, whereas the non-dyslexic poor reader displayed more generalized cognitive deficits.

Balajthy, Ernest; Waring, Eileen Whitcraft. "Dyslexia and the College Student." 1988. 24p. [ED 297 313]

Summarizes recent research in the field of learning disabilities and other sources of information which may prove useful to college-level reading instructors in teaching the college-level dyslexic. Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs with an emphasis on the particular programs associated with the adult learning disabled student. Suggests that the causes of reading disabilities are multiple, arising largely from educational and so-

cial contexts outside the individual. Lists suggestions for college faculty and the characteristics of learning-disabled college students.

Ingram, Cregg F.; Dettenmaier, Lois. "LD College Students and Reading Problems," *Academic Therapy*, v22 n5 p513-18 May 1987.

Reviews literature regarding learning-disabled college students and their reading problems. Suggests that these students have difficulty focusing attention while reading and that compensation strategies should include: using "talking books"; requesting testing options; recording lectures; and organizing schedules to maximize use of resources and time.

ERIC

Focused Access to Selected Topics No. 42
a FAST Bib by the
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Reading–Writing Relationships

by Jerry Johns and Roberta L. Berglund

Literacy research and instruction is becoming more focused on connections between reading and writing. This *FAST Bib*, based on entries to the ERIC database, contains selected references from 1985 to 1989. The bibliography is organized into four sections: (1) Overview, (2) Research, (3) Integrating Language Arts, and (4) Classroom Applications. The entries in these sections should help teachers understand the relationships between reading and writing and identifying ideas for implementation into classrooms.

Overview

Braun, Carl. "Facilitating Connecting Links between Reading and Writing." 1986. 27p. [ED 278 941]

Emphasizes the learning process and involves demonstrations of learning by the teacher. Suggests that the following classroom strategies can be employed to help students make reading/writing connections: (1) teacher-student conferences, which allow teachers to gain insight into their students' interests and needs while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures that emphasize semantic mapping, which represents visually the link between spoken and written texts.

Brooks, Gerry H. "Exploring the World through Reading and Writing," *Language Arts*, v65 n3 p245-53 Mar 1988.

Supports the argument that reading and writing ought to be taught together, and seeks to persuade the reluctant teacher by giving reasons for interweaving composition and literature seamlessly.

Corcoran, Bill; Evans, Emrys, eds. *Readers, Texts, Teachers*. 1987. 264p. [ED 279 012]

Focuses on the need to offer and encourage the experience of reading literature in elementary schools. Explicates the range of theory known as reader-response criticism. Argues its distinctive relevance to the needs of young, developing readers. Indicates how classroom practices might be changed to accommodate the insights offered by reader-response theories.

Funderburk, Carol. "A Review of Research in Children's Writing." 1986. 13p. [ED 280 063]

Sresses Piaget's postulate that cognitive development is linear—that children progress through stages of development whereby tasks are mastered at certain levels of cognitive understanding. Examines the stages of children's writing processes (prewriting, composing, revising), as well as language development, drawing, and reading.

Graves, Donald; Stuart, Virginia. *Write from the Start: Tapping Your Child's Natural Writing Ability*. 1985. 237p. [ED 265 569]

Shows what can happen when teachers and parents realize that every child can write. Tells the story of children who have discovered the joys of writing and of the parents and teachers who have helped them make that discovery.

Hansen, Jane. *When Writers Read*. 1987. 242p. [ED 282 226]

Focuses on encouraging students to take responsibility for their own learning and giving them a sense of control over their efforts. Explores how the response approach to writing instruction can be put to good use in teaching children to read.

Harp, Bill. "Why Are Your Kids Writing during Reading Time?" *Reading Teacher*, v41 n1 p88-89 Oct 1987.

Presents a hypothetical situation on an elementary school principal's concern for student's writing during reading time, and offers a possible teacher's response with information about the direct tie between writing and reading improvement.

Johnson, Terry D.; Louis, Daphne R. *Literacy through Literature*. Revised Edition. 1987. 160p. [ED 285 204]

Stresses the notion that children become literate by trying to read and write in a supportive

atmosphere with interesting books, rather than being instructed in isolated language skills. Offers ideas for using children's literature and related activities as an alternative to basal readers to make learning language skills enjoyable for children.

Shanahan, Timothy. "The Reading-Writing Relationship: Seven Instructional Principles," *Reading Teacher*, v41 n7 p636-47 Mar 1988.

Proposes seven instructional principles based upon research on the reading-writing relationship, and suggests specific techniques for each principle.

Smith, DeWayne. "Reading. English Language Concept Paper Number 5," 1987. 13p. [ED 287 156]

Notes that both comprehension and decoding are used by effective readers and that both processes should be taught. Focuses on effective strategies for reading instruction. Includes a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading.

Sternglass, Marilyn S. "Instructional Implications of Three Conceptual Models of Reading/Writing Relationships," *English Quarterly*, v20 n3 p184-93 Fall 1987.

Notes that varying the conceptual models of the relationship between reading and writing processes as parallel, interactive, or transactional has influenced instructional practices.

Research

Jagger, Angela M.; and others. "Research Currents: The Influence of Reading on Children's Narrative Writing (and Vice Versa)," *Language Arts*, v63 n3 p292-300 Mar 1986.

Illustrates how all of the language arts are used by teachers and students to uncover the imaginative potential of language and their creative potential. Models ways of thinking about and investigating how instructional experiences affect learning.

Lewis, Janice. "Support for Reading and Writing as Shared Developmental Processes." Paper presented at the 18th Annual Meeting of the Western College Reading and Learning Association, 1985. 15p. [ED 254 826]

Studies the knowledge required and the thinking involved in both reading and writing. Presents theories that both reading and writing are meaningful composing processes, and that experience in one process has an impact on the other. Suggests that there are some benefits from teaching reading and writing together, provided instruction is given in both with the intent of building on their similarities.

Marino, Jacqueline L.; and others. "The Effects of Writing as a Prereading Activity on Delayed Recall of Narrative Text," *Elementary School Journal*, v86 n2 p199-205 Nov 1985.

Suggests a theoretical framework and a task-specific procedure for integrating reading and writing. Supports the notion of using writing as an orienting task prior to reading.

Pickens, Alex L. "Literacy Instruction," *Educational Perspectives*, v24 n1 p26 1986. [ED 285 156]

Presents five articles focusing on the creation of a literate society where people appreciate literature and can use reading to enrich their lives.

Whyte, Sarah S. "The Connection of Writing to Reading and Its Effect on Reading Comprehension." 1985. 28p. [ED 278 940]

Cites specific writing activities that enhance reading comprehension. States that reading and writing mutually affect learning; educators should teach reading and writing together within a contextual framework.

Integrating the Language Arts

Kane, Katharine A. "Integrating the Language Arts: Alternatives and Strategies." Paper presented at the 33rd Annual Meeting of the International Reading Association, 1988. 4p. [ED 294 161]

Proposes integrated language arts as tools for learning in all content areas. Notes that the core of this new curriculum is to help students make sense out of a piece of literature by moving into, through, and beyond a text.

Routman, Regie. *Transitions: From Literature to Literacy*. 1988. 352p. [ED 300 779]

Describes a successful literature-based program, and offers suggestions on how any elementary classroom can benefit from a transition from skill-oriented basal texts to literature-based whole language programs.

Scott, Diana; Piazza, Carolyn L. "Integrating Reading and Writing Lessons," *Reading Horizons*, v28 n1 p57-64 Fall 1987.

Describes a cooperative endeavor between university and public school professionals in integrating reading and writing lessons. Describes the Developmental Reading and Writing Lesson program's prereading/prewriting, guided silent reading and revising, skill development and editing, and independent follow-up activities.

Tway, Eileen. *Writing Is Reading: 26 Ways to Connect.* 1985. 56p. [ED 253 877]

Suggests integration of the skills of writing and reading at an early age. Discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection.

Wagner, Betty Jane. "ERIC/RCS Report: Integrating the Language Arts," *Language Arts,* v62 n5 p557-60 Sep 1985.

Reviews materials from the ERIC system and other sources on providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences in the self-contained elementary classroom.

Classroom Applications

Balajthy, Ernest. "Process Writing in the Intermediate Grades: Magical Panacea or Oversold Cliche?" Paper presented at the Conference on Language and Literacy. 1986. 19p. [ED 275 004]

Describes the concepts underlying the "whole language approach," and then examines some of the problems facing intermediate-grade teachers as they teach the writing process in their classes. Outlines the developmental writing needs of intermediate-grade students, and how writing can aid in identity building.

"The Classroom Reading Teacher," *Reading Teacher,* v41 n4 p483-95 Jan 1988.

Describes various activities designed for use in the reading classroom, including (1) cooperative learning activities, (2) reading and writing activities, (3) ways to improve comprehension, and (4) ways to encourage independent reading.

Heller, Mary F. "Comprehending and Composing through Language Experience," *Reading Teacher,* v42 n2 p130-35 Nov 1988.

Describes a Language Experience Approach (LEA) dictation given by sixth-grade remedial readers, and discusses some weaknesses in using LEA to teach remedial reading. Explains how LEA can be modified to produce a more effective model for reading comprehension and writing instruction.

Holbrook, Hilary Taylor. "ERIC/RCS Report: Writing to Learn in the Social Studies," *Reading Teacher,* v41 n2 p216-19 Nov 1987.

Provides a rationale for content area writing, and suggests ways it can be used for social studies instruction.

Janiuk, Delores M.; Shanahan, Timothy. "Applying Adult Literacy Practices in Primary Grade Instruction," *Reading Teacher,* v41 n9 p880-86 May 1988.

Suggests that learning the reasons for and uses of literacy is important for beginning readers. Describes a series of activities, based on practices used in adult literacy programs, that were designed to make first graders aware of the reasons for reading and writing.

McVitty, Walter, ed.; and others. "Getting It Together: Organising the Reading-Writing Classroom," 1986. 130p. [ED 278 043]

Emphasizes the importance of developing a social classroom climate. Addresses the organization of the reading/writing classroom.

Newkirk, Thomas; Atwell, Nancie, eds. *Understanding Writing: Ways of Observing, Learning, and Teaching.* 1988, 312p. [ED 288 205]

Contains 30 articles written by teachers of elementary school students designed to provide insights into the way students learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction.

Norris, Janet A. "Using Communication Strategies to Enhance Reading Acquisition," *Reading Teacher,* v41 n7 p668-73 Mar 1988.

Presents a transcript exemplifying principles used with beginning readers who may be unable to learn to read from traditional reading instruction. Claims strategies which allow children to communicate through written language enable them to make important discoveries about reading without knowledge of phonics or other metalinguistic skills.

Oberlin, Kelly J.; Shugarman, Sherrie L. "Purposeful Writing Activities for Students in Middle School," *Journal of Reading,* v31 n8 p720-23 May 1988.

Suggests that writing helps reading comprehension only if the writer is aware of the relationship between reading and writing and if the writing is purposeful. Presents three purposeful writing activities.

Wong-Kam, Jo Ann; Au, Kathryn H. "Improving a 4th Grader's Reading and Writing: Three Principles," *Reading Teacher*, v41 n8 p768-72 Apr 1988.

Presents three principles for working with poor readers in the upper elementary grades: (1) bring the class together as a literate community, (2) integrate reading and writing instruction, and (3) provide instruction on specific skills.

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Eye Movements and the Reading Process

by Susan M. Watts

Since the turn of the century, researchers have studied eye movements to increase their knowledge of the reading process. Early eye movement research focused on physiological characteristics of eye movements during reading, such as perceptual span, fixations, saccades, and regressions. Within the past twenty years, much of the early research has been replicated, and early findings have been confirmed with the use of highly sophisticated measurement devices; however, much eye movement research today is concerned with the cognitive processes behind reading. In such research, eye movements are considered to be a reflection of those higher mental processes.

This *FAST Bib* addresses recent trends in eye movement research. Sources cited reflect concern with the reading of continuous text as opposed to the identification of letters or words in isolation and, with the exception of the citation provided to give an overview, are divided into three sections: Perceptual Processes, Cognitive Processes, and Reading Disability and Dyslexia.

Overview

Rayner, Keith. "Eye Movements in Reading and Information Processing," *Psychological Bulletin*, v85 n3 p618-60 May 1978.

Presents a comprehensive review of studies of eye movements in reading and of other information processing skills such as picture viewing, visual search, and problem solving.

Perceptual Processes

Lefton, Lester A.; and others. "Eye Movement Dynamics of Good and Poor Readers: Then and Now," *Journal of Reading Behavior*, v11 n4 p319-28 Win 1979.

Assesses eye movements of good and poor readers—third graders, fifth graders, and adults. Finds that fifth-grade students who were poor readers had relatively unsystematic eye movements with more fixations of longer duration than did good readers (both fifth-grade students and adults).

McConkie, George W. "Eye Movement Monitoring in the Study of Silent Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 9p. [ED 184 050]

Summarizes the conclusions reached by eye movement studies regarding fixation duration and the region of text read during a fixation. Discusses the advantages of using an eye movement monitor connected to a computer-controlled text display in eye movement research.

McConkie, George W. "Eye Movements and Perception during Reading." Center for the Study of Reading, Urbana, IL. 1982. 86p. [ED 215 306]

Reviews the research on the visual perceptual processes occurring as people are engaged in the act of reading. The issues that are examined include the control of eye movements, perception during a fixation, and perception across successive fixations.

McConkie, George W.; Rayner, Keith. "The Span of the Effective Stimulus during Fixations in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1973. 12p. [ED 083 579]

Presents a study in which text displayed on a cathode ray tube was varied as to the number of characters shown (size of the window). Changes in window size produced a clear effect, with a reduction in size to thirteen characters resulting in less efficient eye movement patterns.

McConkie, George W.; and others. *Perceiving Words during Reading: Lack of Facilitation from Prior Peripheral Exposure. Technical Report No. 243.* Center for the Study of Reading, Urbana, IL 1982. 55p. [ED 217 400]

Reports the results of a study in which the eye movements of sixteen college students were monitored as they read short texts on a cathode ray tube. Finds that words were read only when directly fixated and that word identification was not facilitated by information obtained peripherally prior to the fixation.

Morrison, Robert E.; Inhoff, Albrecht-Werner. "Visual Factors and Eye Movements in Reading," *Visible Language*, v15 n2 p129-46 Spr 1981.

Discusses the effects of variations in the physical attributes of text on eye movement behavior and the effects of physical word cues processed in the reader's parafoveal vision.

Rayner, Keith. "Eye Movements and the Perceptual Span in Beginning and Skilled Readers," *Journal of Experimental Child Psychology*, v41 n2 p211-36 Apr 1986.

Reports four experiments comparing the perceptual span in second-, fourth-, and sixth-grade readers and skilled adult readers. Suggests that the size of the perceptual span is variable and is influenced by text difficulty. Concludes that the size of the perceptual span does not cause slow reading rates in beginning readers.

Wolverton, Gary S. "The Acquisition of Visual Information during Fixations and Saccades in Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 178 861]

Designs an experiment to identify the points at which information is acquired during reading. Finds that while little, if any, information is obtained during the saccade, visual information is being acquired throughout the fixation and the kind of information being acquired may change over the course of the fixation. Finds that eye movements respond to stimulus manipulations within the fixation as well.

Cognitive Processes

Alessi, Stephen M. and others. "An Investigation of Lookbacks during Studying." *Technical Report No. 140.* Center for the Study of Reading, Urbana, IL 1979. 40p. [ED 177 494]

Investigates the effects of looking back at relevant sections of previously read text on comprehension. Finds that after reading 24 pages of text and inserted comprehension questions, answering in the lookback condition showed better comprehension of later information that was dependent upon the prerequisite information.

Blanchard, Harry E. "The Effects of Pronoun Processing on Information Utilization during Fixations in Reading." *Technical Report No. 405.* Center for the Study of Reading, Urbana, IL. 1987. 17p. [ED 284 183]

Tests the hypothesis that the time it takes for information to be analyzed by a reader is sometimes delayed because the analysis of previously obtained information is not yet complete. Manipulates comprehension difficulty of text by varying the distance between a pronoun and its referent with the intent of delaying processing effects. Finds insufficient support for the hypothesis.

Blanchard, Harry E.; Iran-Nejad, Asghar. "Comprehension Processes and Eye Movement Patterns in the Reading of Surprise Ending Stories," *Discourse Processes*, v10 n1 p127-38 Jan-Mar 1987.

Examines the eye movement patterns of skilled adult readers when encountering a surprise ending to a story. Suggests that processing at the discourse level must be considered as an influence on the eye movement control system.

Carpenter, Patricia A. *Comprehension Processes in Reading, Final Report.* Carnegie-Mellon University, Pittsburgh, PA. 1980. 70p. [ED 198 479]

Conducts two studies examining short-term memory capacity and eye fixations as part of the reading comprehension process. Finds that readers made longer pauses at points of increased processing such as encoding infrequent words and making inferences.

Just, Marcel Adam; Carpenter, Patricia A. "A Theory of Reading: From Eye Fixations to Comprehension," *Psychological Review* v87 n4 p329-54 Jul 1980.

Presents a model of reading focusing on eye fixations as related to various levels of reading-words, clauses, and text units. Associates longer pauses with greater processing difficulty for a group of undergraduate students reading scientific articles.

McConkie, George W.; and others. *Some Temporal Characteristics of Processing during Reading. Technical Report No. 331.* Center for the Study of Reading, Urbana, IL. 1985. 65p. [ED 255 862]

Reports on an experiment that examined (1) whether letters that lie in the center of vision are used earlier in the fixation than letters further to the right, (2) how soon after a stimulus event can that event affect eye movement control, and, (3) how soon in a fixation can the presence of an orthographically inappropriate letter string be shown to influence eye movement decisions. Suggests that the response time of the eyes is shorter than is usually proposed in theories of visual processing, and that eye movement decisions are made later in the fixation than has often been assumed.

McConkie, George W.; and others. "What Is the Basis for Making an Eye Movement during Reading?" *Technical Report No. 287.* Center for the Study of Reading, Urbana, IL. 1983. 23p. [ED 234 374]

Investigates three hypotheses concerning the cognitive basis for making an eye movement during reading. Finds from review of the literature that the decision to move the eyes can be influenced by visual information acquired on the fixation which immediately precedes the movement, but processing of that information is not necessarily completed by the time the decision is made.

Pollatsek, Alexander; Rayner, Keith. "Eye Movement Control in Reading; The Role of Word Boundaries," *Journal of Experimental Psychology: Human Perception and Performance*, v8 n6 p817-33 Dec 1982.

Presents three experiments which investigate the functions of spaces between words in adult reading of text. Obtains results consistent with a two-process theory in which filling spaces in the papafoveal region disrupts guidance of the reader's next eye movement, and filling spaces in the foveal region disrupts processing of the fixated word as well.

Shebilske, Wayne L.; Fisher, Dennis F. "Eye Movements Reveal Components of Flexible Reading Strategies." Paper presented at the 30th Annual Meeting of the national Reading Conference, 1980. 16p. [ED 199 648]

Reports the results of a study of reading flexibility as monitored in two college graduates. Tests subjects after they have read an expository selection two times, and correlates eye movement patterns from the first reading with those from the second. Supports the notion that both macro and micro variations in eye movement patterns resulted from flexible reading strategies under voluntary control.

Zola, David. *The Effect of Redundancy on the Perception of Words in Reading. Technical Report No. 216.* Center for the Study of Reading, Urbana, IL. 1981. 116p. [ED 208 367]

Presents a detailed examination of twenty college students' eye movement patterns as they read a group of selected passages containing manipulations of word variables that involved interword redundancy and distorted spelling patterns. Supports the claim that language constraint does affect the manner in which information in text is processed during reading and suggests that certain aspects of visual detail have a high degree of cognitive prominence.

Zola, David. "The Effects of Context on the Visual Perception of Words on Reading." Paper presented at the Annual Meeting of the American Educational Research Association, 1979. 17p. [ED 184 075]

Presents observations of twenty college students reading video displays of texts to determine how readers fixate a word that is linguistically and contextually redundant and whether readers use less visual information when perceiving these highly redundant words. Finds very small differences between high and low redundancy conditions, raising doubts about the popular notion that interword context influences reading behavior.

Reading Disability and Dyslexia

Pavlidis, George Th. "Eye Movements in Dyslexia: Their Diagnostic Significance," *Journal of Learning Disabilities*, v18 n1 p42-50 Jan 1985.

Reviews the research suggesting that dyslexics' erratic eye movements are not simply a consequence of poor reading skills and that results of non-reading eye movement tasks demonstrate the influence of a brain malfunction. Reports that eye movement patterns and characteristics in the nonreading "lights" tests differentiated dyslexics from advanced, normal, and retarded readers.

Pavlidis, George Th. "How Can Dyslexia Be Objectively Diagnosed?" *Reading*, v13 n3 p3-15 Dec 1979.

Describes experiments showing that the eye movement patterns of dyslexic children differed from those of normal and backward readers during both a reading and a nonreading task. Discusses possible causes of dyslexia and ways of diagnosing it.

Rayner, Keith. "Eye Movements, Perceptual Span, and Reading Disability," *Annals of Dyslexia*, v33 p163-73 1983.

Reviews research on the perceptual span and control of eye movements during normal reading and on the nature of eye movements in dyslexia. States that eye movements, rather than being the cause of dyslexia, reflect underlying neurological problems.

Rayner, Keith. "The Role of Eye Movements in Learning to Read and Reading Disability, *Remedial and Special Education (RASE)*, v6 n6 p53-60 Nov-Dec 1985.

Discusses characteristics of eye movements during reading for skilled, beginning, and disabled readers. Argues that eye movements are not a cause of reading problems and that training children with reading problems to make smooth, efficient eye movements will not increase their reading ability.

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Writing Apprehension

by Michael Shermis

Instructors of students experiencing writing apprehension can always use new strategies to put their students at ease. A search of the ERIC database produced the following citations on writing apprehension, all from the period 1985 to 1989. The first section lists sources of teaching ideas. Citations in the second section deal with the use of computers in alleviating writing apprehension. Articles and papers in the third section discuss writing apprehension in students with special needs. The last section presents references to the latest research on writing anxiety.

Instructional Strategies

Hulce, Jim. "Dewriting: Breaking into Writing," *Exercise Exchange*, v32 n2 p7-9 Spr 1987.

Suggests motivating writing apprehensive students by asking them to "remodel" passages from novels, magazines, or newspapers that have been stripped of details, descriptions, and compound sentences.

Keller, Rodney D. "The Rhetorical Cycle: Reading, Thinking, Speaking, Listening, Discussing, Writing." Paper presented at the 36th Annual Meeting of the Conference on College Composition and Communication, 1985. 13p. [ED 257 099]

The rhetorical cycle is a step-by-step approach that provides classroom experience before students actually write, thereby making the writing process less frustrating for them. This approach consists of six sequential steps: reading, thinking, speaking, listening, discussing, and finally writing.

McGee, Patrick. "Truth and Resistance: Teaching as a Form of Analysis," *College English*, v49 n6 p667-78 Oct 1987.

Draws a parallel between the resistance experienced by a patient in psychoanalysis and the resistance expressed by students in composition or literature courses.

Perdue, Virginia. "Confidence vs. Authority: Visions of the Writer in Rhetorical Theory." Paper presented at the 38th Annual Meeting of the Conference on College Composition and Communication, 1987. 15p. [ED 280 058]

By building up the confidence of student writers, writing teachers hope to reduce the hostility and anxiety so often found in authoritarian introductory college composition classes. Process-oriented writing theory implicitly defines confidence as a wholly personal quality resulting from students' discovery that they do have "something to say" to readers. However, the social dimension of the writing act is lost in such a formulation. Peer group revision, journal writing, portfolios of student writing samples, and revision after turning in the paper are all methods that build personal confidence and social authority—all help dilute the concentration of authority in the teacher and give students a stake in what goes on both in the classroom and in their own writing.

Ruszkiewicz, John J. "Assuming Success: The Student Writer as Apprentice," *Freshman English News*, v15 n3 p13-15 Win 1987.

Advocates teachers' belief in students' ability to achieve writing success, rather than assuming failure that results in a self-fulfilling prophecy.

Silver, Kathi O. "The Extended Conference: A Technique to Encourage Writing," *English Journal*, v78 n1 p24-27 Jan 1989.

Describes a combined process writing approach and extended conference method of writing instruction applied to eighth grade students. Presents the experiences of several students who refused to write at first but soon became proud of their writing after several extended conferences.

Tighe, Mary Ann. "Reducing Writing Apprehension in English Classes." Paper presented at the 6th Annual Meeting of the National Council of Teachers of English Spring Conference, 1987. 18p. [ED 281 196]

In an effort to reduce student writing apprehension, an informal, in-class study was conducted in a lower-level college writing course at

an Alabama university. Throughout the course, all writing was based on student experiences and came from student journals, all assignments were completed in class and reviewed in small group discussions, and specific criteria from a rating scale used to evaluate student essays were discussed. Findings from these observations and Writing Apprehension Test (WAT) posttest scores indicated that 13 students were less apprehensive about their writing after the course than before it. In addition, results showed that students wrote more in their later essays, suggesting a greater willingness to commit themselves on paper.

Unger, Brian. "Operation Extermination: How to Deal with Writer's Apprehension," *Highway One*, v9 n3 p29-33 Fall 1986.

Offers a test for identifying students with writing apprehension and offers strategies for dealing with these students.

Computers and Writing Instruction

Herrmann, Andrea W. "Teaching Teachers to Use Computers as Writing Tools," *English Education*, v20 n4 p215-29 Dec 1988.

Describes an ethnographic study of an in-service graduate course designed to help teachers use computers to teach writing and other skills to the academically able. Claims the course significantly reduced teachers' computer anxiety and their writing apprehension.

Le, Thao. "Computers as Partners in Writing: A Linguistic Perspective," *Journal of Reading* v32 n7 p606-10 Apr 1989.

Argues that computers can be useful partners in the writing process even for reluctant or poor writers. Describes from a linguistic perspective factors that help explain why writing is a difficult task and briefly describes several computer programs which are based on such factors.

Teichman, Milton; Poris, Marilyn. Wordprocessing in the Classroom: Its Effects on Freshman Writers. 1985. 59p. [ED 276 062]

To learn more about the impact of word processing on the writing of college freshmen, a study investigated several aspects of how using word processing affects the writing process, including whether word processing affects writing anxiety. Findings showed that using computers significantly reduced writing apprehension while also increasing a student's ability to recognize standard written English.

Teichman, Milton; Poris, Marilyn. "Initial Effects of Word Processing on Writing Quality and Writing Anxiety of Freshman Writers." Paper presented at the 39th Annual Meeting of the Conference on College Composition and Communication, 1988. 33p. [ED 294 217]

Examines the initial effects of word processing on essay-writing performance and on writing apprehension. Eighty students wrote essays using terminals linked to a mainframe computer (experimental group), while another 80 students wrote essays in the traditional mode using pens, pencils, or typewriters (control group). Finds that the experimental group made greater progress than the control group from the pre- to post-essay test, but the same group did not demonstrate superior performance on the six required essays of the course. For writing apprehension, there was no significant difference between the two groups.

Varner, Iris I.; Grogg, Patricia Marcum. "Microcomputers and the Writing Process," *Journal of Business Communication*, v25 n3 p69-78 Sum 1988.

Assesses the microcomputer's effects on the process and quality of business writing, focusing on writing anxiety, computer anxiety, time spent in writing, writing quality, and the relationship of gender to these variables. Concludes that the most significant predictor of quality is initial writing ability.

Special Needs Students

Baxter, Barbara. "Basic Writing: Breaking through the Barriers of Apathy and Fear." Paper presented at the 22nd Annual Meeting of the Southeastern Conference on English in the Two-Year College, 1987. 13p. [ED 286 202]

When students have difficulty writing, it is often because they are apathetic or afraid of failing, rather than because of a serious lack of skill. Basic writing teachers must break through student apathy and fear before the students can make progress. There are several methods to help students to regard writing as a conquerable skill, providing them with the impetus for further self-directed learning.

Betancourt, Francisco; Phinney, Marianne. "Sources of Writing Block in Bilingual Writers," *Written Communication*, v5 n9 p461-78 Oct 1988.

Presents findings of a descriptive study designed to compare instances of writer's block in English and Spanish, among and within three groups of bilingual writers. Tries to determine if the same writing factors stymie both the novice

bilingual writer and the practiced bilingual writer. Suggests ways to lessen writing apprehension.

Brown, Stuart; and others. "Reading-Writing Connections: College Freshman Basic Writers' Apprehension and Achievement." Paper presented at the 37th Annual Meeting of the Conference on College Composition and Communication, 1986. 18p. [ED 274 965]

Focusing on the relationships between performance, skills, and attitudes, a study conducted at the University of Arizona measured the effects of reading and writing apprehension on basic writers. Results suggested that the course, designed to equip students with strategies for composing, helped students gain the confidence necessary to increase writing skill.

Wolcott, Willa; Buhr, Dianne. "Attitude as It Affects Developmental Writers' Essays," *Journal of Basic Writing*, v6 n2 p3-15 Fall 1987.

Explores developmental students' attitudes toward writing as a reflection of their writing performance. Finds that the skills of students with positive attitudes toward writing improved significantly more than did those of students with neutral or negative attitudes. Includes a student writing attitude questionnaire and a questionnaire analysis sheet.

Recent Research

Aikman, Carol C. "Writing Anxiety—Barrier to Success." Paper presented at the National Adult Education Conference, 1985. 12p. [ED 262 191]

Research into writing anxiety is an off-shoot of research into oral communication anxiety. At first, researchers thought that people with high oral communication anxiety tended to compensate by writing. However, when the Daly-Miller Writing Apprehension Test was used, it was found that the link between oral and written anxiety did not exist. Recent research is leading to the conclusion that anxiety is not the real culprit behind poor writing but is only a component of a negative attitude about writing. Writing may be improved by a change in the perceptions of the teacher/evaluator about writing attitudes. One of the ways to counteract writing anxiety is to improve the skills of the writer. Writing skills improvement courses in schools and work settings should be taught in nontraditional ways, and evaluation by teachers should be reduced, substituting peer or self-evaluation when possible.

Allen, Jeanne Vasterling. "Student Writing Apprehension: A Psychotherapeutic Approach." Paper presented at the Meeting of the Basic Writing Conference, 1985. 31p. [ED 270 793]

Writing apprehension needs to be understood, and solutions found for it, so that students' fears can be lessened and their success with writing increased. Carl Roger's client-centered, nondirective psychotherapy applies well to teaching composition. This approach was utilized in a class of freshman composition students in order to determine the degree of attitude improvement during one semester. Results indicated that it does not necessarily reduce writing apprehension, and that writing apprehension tests need to be given at the beginning of a course to identify fearful students so they can be helped.

Bennett, Kaye; Rhodes, Steven C. "Writing Apprehension and Writing Intensity in Business and Industry," *Journal of Business Communication*, v25 n1 p25-39 1988.

Tests the hypothesis that high writing-apprehensive subjects would differ significantly from low writing-apprehensive subjects regarding the writing intensity of their jobs. Suggests that where a lack of writing productivity exists in writing-intensive jobs, managers might explore writing-apprehension problems, or at least examine the match between levels of apprehension and writing requirements.

Bizarro, Patrick; Toler, Hope. "The Effects of Writing Apprehension on the Teaching Behaviors of Writing Center Tutors," *Writing Center Journal*, v7 n1 p37-43 Fall-Win 1986.

Reports on a study of writing apprehension in writing center tutors, results of which indicated a strong correspondence between various dimensions of writing apprehension and specific teaching behaviors that do not aid the student in problem detection or writing improvement.

Donlan, Dan. "When Teacher-Researchers Compare Notes on Writing Apprehension," *English Journal*, v75 n5 p87-89 Sep 1986.

Outlines research done by teachers on writing apprehension and concludes that teachers are natural researchers because they continually pose questions about the nature of their students and the effectiveness of their teaching.

Donlan, Dan; Andreatta, Sylvia. "Determining the Independence of Dispositional and Situational Writing Apprehension." Paper presented at the 6th Annual Meeting of the National Council of Teach-

ers of English Spring Conference, 1987. 15p. [ED 279 023]

To determine whether teacher intervention in the form of experimentally manipulated variables would significantly change the level of students' dispositional writing apprehension, a study evaluated the effects of two classroom interventions—one apprehension-producing (AP) and one apprehension-reducing (AR). Findings showed that (1) the growth scores in the AP group were significantly different from those in the AR group; (2) the number of students experiencing decreased dispositional apprehension was significantly higher in the AR group than in the AP group; and (3) the number of students experiencing an increase in dispositional apprehension was significantly higher in the AP group than in the AR group.

Hollandsworth, Lindap. "How Personality and Background Affect Writing Attitudes." 1988. 32p. [ED 296 336]

Examines the effects of background and personality on the attitudes of developing writers. Finds a significant correlation between writers' attitudes and their personality traits, writing apprehension, and writing background.

McLeod, Susan. "Some Thoughts about Feelings: The Affective Domain and the Writing Process," *College Composition and Communication*, v38 n4 p426-34 Dec 1987.

Presents three broad areas—writing anxiety, motivation, and beliefs—that seem to be ripe for study in terms of affect, and suggests that the constructivist views refined by George Mandler could be helpful to drive such research.

Rose, Mike, ed. When a Writer Can't Write: Studies in Writer's Block and Other Composing-Process Problems. Perspectives in Writing Research Series. The Guilford Press, 200 Park Ave. South, New York, NY 10003, 1985. ($30.00) 272p. [ED 264 590; document not available from EDRS]

The essays in this book address various cognitive and emotional dimensions of disrupted composing and describe some of the situational variables that can contribute to it. Includes the following essays: "Blocking and the Young Writer"; "Emotional Scenarios in the Writing Process: An Examination of Young Writers' Affective Experiences"; "Writing Apprehension"; "An Apprehensive Writer Composes"; "Problems with Monitor Use in Second Language Composing"; "Anxious Writers in Context: Graduate School and Beyond"; "Inventing the University"; "Diagnosing Writing-Process Problems: A Pedagogical Application of Speaking-Aloud Protocol Analysis"; "Psychotherapies for Writing Blocks"; "The Essential Delay: When Writer's Block Isn't"; and "Complexity, Rigor, Evolving Method, and the Puzzle of Writer's Block: Thoughts on Composing-Process Research."

ERIC

Focused Access to Selected Topics No. 32
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Adult Literacy: Instructional Strategies

by Michael Shermis

The recent surge of interest in adult literacy makes it appropriate to present the many new and innovative teaching methods and instructional strategies in the field. A search of the ERIC database produced the following citations on adult literacy, all from the period 1987 to 1989. The first section lists sources for instruction and training. The second section contains references for the use of computers in adult literacy.

Instruction

Bear, Donald R. *"On the Hurricane Deck of a Mule": Teaching Adults to Read Using Language-Experience and Oral History Techniques.* Center for Learning and Literacy, Nevada University, Reno, NV, 1987. 149p. [ED 294 155]

Designed to instruct adult literacy teachers in using Language-Experience and Oral History techniques and distributed statewide to teachers in Nevada, this manual presents reading materials, diagnostic packages, and guidelines for adult literacy program organization.

Chandler, Carolyn Ebel. *Newspapers Meet the Challenge: Literacy Handbook.* American Newspaper Publishers Association Foundation, Washington, DC, 1987. 20p. [CS 211 596]

Designed to encourage newspaper involvement in adult literacy and to assist in launching newspaper literacy campaigns, this handbook complements the American Newspaper Publishers Association Foundation's slide/video media show.

Chandler, Carolyn Ebel. "Use the News: Press to Read: Literacy Now!" *Journal of Reading,* v31 n8 p746-48 May 1988.

Reports on the American Newspaper Publishers Association Foundation's "Press to Read" campaign, and on literacy projects initiated by a variety of newspapers.

Colvin, Ruth J.; Root, Jane H. *TUTOR. Techniques Used in the Teaching of Reading. A Handbook for Teaching Basic Reading to Adults and Teenagers.* Sixth Edition. Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214, 1987. ($9.50) 111p. [ED 292 949; paper copy not available from EDRS]

Assists teachers and volunteer tutors teaching adults and teenagers to read.

Davidson, Jane L.; Wheat, Thomas E. "Successful Literacy Experiences for Adult Illiterates," *Journal of Reading,* v32 n4 p342-46 Jan 1989.

Discusses illiterate and semiliterate adults who want to become literate to improve their quality of life and describes their life experiences. Provides examples of effective instruction methods based on the language experience approach, including dictation, word banks, journal writing, individualized and assisted reading, and self-charted progress.

Drew, Rad A.; and others. *How To Gather and Develop Job-Specific Literacy Materials for Basic Skills Instruction. A Practitioner's Guide.* Indiana University, School of Education, Bloomington, IN, 1988. 78p. [ED 297 160]

This practitioner's guide was developed for instructors in schools, business, and industry who need to gather materials and design, develop, and implement job-specific basic skills programs.

Forester, Anne D. "Learning to Read and Write at 26," *Journal of Reading,* v31 n7 p604-13 Apr 1988.

Traces the progress of a beginning adult reader along the literacy continuum shown by child readers. Provides suggestions for teaching reading and writing to beginners which build on a learner's personal experiences and knowledge of language.

France, Marycarolyn G.; Weeks, Jane Warren. "Parents Who Can't Read: What the Schools Can Do," *Journal of Reading,* v31 n3 p222-27 Dec 1987.

Advocates encouraging parents who are illiterate or semiliterate to make use of practices that do not require literacy skills, but that will support their children in becoming successful readers. Suggests many activities that will help

both children and parents develop literacy skills, such as tutoring and discussing television shows.

Goudreau, Nancy. "Improve Your Adult Literacy Instruction by Vitalizing the Research: Part II," *Lifelong Learning*, v10 n4 p11-14 Jan 1987.

Presents three tenets from the research for adult literacy instruction: (1) improvement in one literacy skill should mirror improvement in others; (2) instructors should facilitate, not control, learning; and (3) students should be able to transfer classroom learning to their daily language encounters. Includes ideas for application.

Holzman, Michael. "A Post-Freirean Model for Adult Literacy Education," *College English*, v50 n2 p177-89 Feb 1988.

Claims that the preferred method for literacy education today is a technique of self-instruction by small groups of people voluntarily assembled, assisted by representatives of intermediary organizations as necessary, to further the ends of self-reliance and improved living conditions.

Howard, Ora. *Social/Personal Skills Modules*. Adult Literacy Project. Grayson County College, Sherman/Denison, TX, 1988. 201p. [ED 298 329]

Complements basic academic skills and employment skills training with five training modules. Addresses the affective competencies that adults need to attain and succeed in vocational training and employment.

Howell, Shirley. *Pre-Employment and Employment Skills Modules*. Adult Literacy Project. Grayson County College, Sherman/Denison, TX, 1988. 89p. [ED 298 328]

Provides 10 job search training modules for adults and youths. Activities can be modified for nonreaders, those with limited academic skills, unemployed professionals, persons with limited work experience, potential dropouts and other unemployed youth, older job seekers, and persons with mental handicaps.

Jones, Frances. *Ten Good Ways To Teach "Writing for New Readers" in a Literacy Workshop*. Sun Belt Literacy Bookstore, 1401 SW Topeka Blvd., Topeka, KS 66612, 1988. ($5.00) 34p. [ED 296 116; paper copy not available from EDRS]

Explains how to plan, develop, and conduct a writing workshop for literacy volunteers who will be working with beginning readers.

Keefe, Donald; Meyer, Valerie. "Profiles of and Instructional Strategies for Adult Disabled Readers," *Journal of Reading*, v31 n7 p614-19 Apr 1988.

Describes a project which ranked over 100 adult disabled readers by ability level. Provides profiles of disability types, and makes suggestions for teaching strategies appropriate to each level.

Leeson, Lee Ann. "Beyond Process Pedagogy: Making Connections between Classroom Practice and Adult Literacy," *College Composition and Communication*, v40 n1 p73-79 Feb 1989.

Focuses on the difficulty of moving literacy programs from the classroom to the workplace. Suggests that writing consultants face similar difficulties as they develop writing-across-the-curriculum programs and consult with public schools K-12.

MacDonald, Barbara Jean; Lawson, Virginia K. *Tutor Resource Sheets for Basic Reading and Conversational English Learners*. Literacy Volunteers of America, Inc., 5795 Widewaters Pkwy., Syracuse, NY 13214, 1987. ($2.00; complete set of materials, $40.00) 25p. [ED 292 956; paper copy not available from EDRS]

This collection of resource sheets is intended for use by teachers and tutors who work with adult beginning readers and persons learning conversational English. The following sheets are included: a personal information form and identification card, a format for teaching consonants, directions for teaching with photographs, photographs of signs and labels, color word vocabulary cards, directions for teaching calendar words, a calendar form, directions for teaching numbers and checks, a check form, directions for using writing (alphabet) sheets, alphabet sheets (manuscript/cursive), an identification card, and consonant cards.

McCulloch, Sue. "Initial Assessment of Reading Skills." Adult Literacy and Basic Skills Unit, London, England, 1987. 5p. [ED 290 925]

This article sets forth some ideas as starting points for the initial assessment of reading, particularly for those who are relatively new to adult literacy work. It describes materials to use, including choice of materials and levels of difficulty. Variables that affect a reader's performance are listed. Information is also provided on how to administer the assessment.

Miller, Phyllis A. "Using Annual Reports for Adult Literacy Improvement," *Journal of Reading*, v32 n1 p25-29 Oct 1988.

Advocates using annual reports to help adult learners bridge the gap between competence with basic reading tasks and competence with

more difficult and complex tasks which require inferential thinking and application of information for decision making and problem solving.

Park, Rosemarie J. "Three Approaches to Improving Literacy Levels," *Educational Horizons*, v66 n1 p38-41 Fall 1987.

Describes three approaches to combatting the high illiteracy rates among adults: (1) working early with children who are poor readers or nonreaders; (2) improving adult literacy programs; and (3) training adult educators to teach lifelong learning along with reading skills.

Perin, Dolores. "Schema Activation, Cooperation, and Adult Literacy Instruction," *Journal of Reading*, v32 n1 p54-62 Oct 1988.

Describes a strategy to motivate adult basic education students to comprehend text in a manner that draws on their background knowledge and is based on peer interaction.

"Population Education Materials Developed for the Most Needy in Society," *Population Education Newsletter and Forum*, n26 p3-6 1987.

Describes the work of a UNESCO-sponsored workshop which was held to develop population education materials specifically intended for the illiterate and semiliterate population, the rural poor and urban slum dwellers. Principal users of the materials are to be nonformal educators.

Resourcing Adult Literacy and Basic Skills. Adult Literacy and Basic Skills Unit, London, England, 1987. 21p. [ED 285 074]

This discussion document provides detailed guidance on the resources needed to provide high quality learning opportunities for adults who want to improve basic communication skills.

Scoble, John; and others. "Training Family and Friends as Adult Literacy Tutors," *Journal of Reading*, v31 n6 p410-17 Feb 1988.

Examines volunteer tutors' use of the Paired Reading technique with adults. Although enjoyable and relatively effective, the technique needs improvement in order for long-term benefits to result.

Shuman, R. Baird. "Some Assumptions about Adult Reading Instruction," *Journal of Reading*, v32 n4 p348-54 Jan 1989.

Examines assumptions (such as "every adult can read to some extent" and "adult students will be well motivated") held by a veteran high school social studies teacher before he began teaching adults how to read. Discusses how some of the assumptions were valid, some invalid, and others partly valid.

Special Answers for Special Needs. A Guide to Available [Section] 310 Resources. Office of Vocational and Adult Education (ED), Clearinghouse on Adult Education, Washington, DC, 1988. 45p. [ED 296 129]

This guide is intended to make adult educators aware of the materials and products for use with special needs adults that have been developed with funds from Section 310 of the Adult Education Act.

Walker, Becky; and others. "Use the News," *Journal of Reading*, v30 n7 p652-53 Apr 1987.

Encourages use of the newspaper for adults to improve their reading skills and to practice applying academic skills to problem solving.

Computers and Instruction

Adult Literacy & Technology. Guide to Recommended Literacy Software. Institute for the Study of Adult Literacy, Pennsylvania State University, 248 Calder Way, Room 307, University Park, PA 16801, 1987. 160p. [ED 298 261; paper copy not available from EDRS]

This publication is an annotated guide to software for teaching adult literacy recommended by the Adult Basic Skills Technology (ABST) Project. The ABST Project was initiated in 1982 to provide adult basic education sites with the technical expertise to use computer technology with their students.

Henderson, F. R. "Use of Tape Recorders and Computers in Literacy Tutoring." Paper presented at the Laubach Literacy Action Biennial Conference, 1988. 4p. [ED 296 086]

Tape recorders and computers can be useful in literacy tutoring in three situations: (1) as an aid in regular tutoring sessions; (2) as a supplement to provide drill and practice; and (3) as a management tool.

Imel, Susan. *Computer-Assisted Instruction in Adult Literacy Education.* Practice Application Brief. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH, 1988. 3p. [ED 296 184]

Provides guidelines for effective use of computer-assisted instruction in adult literacy instruction.

Leonard, Janet. *Wordprocessing and Language Skills. A Practical Handbook for ABE Tutors.* Adult Literacy

and Basic Skills Unit, London, England, 1987. 134p. [ED 292 985]

This practical manual is designed for teachers involved in adult basic education (in particular, teachers of bilingual and adult literacy students) who would like to introduce their students to word processing through the language curriculum.

Maclay, Connie M.; Askov, Eunice N. "Computers and Adult Beginning Readers: An Intergenerational Study," *Lifelong Learning*, v11 n8 p23-25, 28 Jun 1988.

Parents of Chapter 1 reading students were invited to take part in a reading program using courseware for adult beginning readers. A group of 52 parents completed the program; on average they gained more than one year in reading level after 20 hours of instructional time. Impact on children and delivery models are discussed.

Smith, Jeanne H. *Language Experience Approach for Computer-Aided Instruction in a Volunteer-Taught Adult Literacy Program. An Instructional Guide.* Center for Literacy, Inc., Philadelphia, PA, 1987. 76p. [ED 286 046]

This guide was designed for trained tutors who teach adult literacy students on a one-to-one basis using a computer with a word-processing program.

Turner, Terilyn C. "Adult Literacy & Technology." Paper presented at the 2nd National Conference on Adult Literacy and Technology, 1988. 7p. [ED 296 156]

Technology is changing the way literacy is being taught to adults, and is also bringing new sets of problems and challenges for adult basic education programs, which include rapid changes in computers, leading to indecision in purchasing and uncertainty in use, and lack of appropriate software for adults. Other problems are not problems of technology but of literacy programs, or lack of a cohesive curriculum. Many new software programs for adults are being designed, so some of the problems may be resolved in the future.

Turner, Terilyn C. "An Overview of Computers in Adult Literacy Programs," *Lifelong Learning*, v11 n8 p9-12 Jun 1988.

Discusses current uses of computers in adult basic skills instruction. Compares three primary systems available for purchase in adult literacy instruction: (1) Programmed Logic for Automatic Teaching Operations (PLATO); (2) Computer Curriculum Corporation (CCC); and (3) Principle of the Alphabet Literacy System (PALS).

Turner, Terilyn C. "Using the Computer for Adult Literacy Instruction," *Journal of Reading*, v31 n7 p643-47 Apr 1988.

Based on research gathered from literacy projects that utilize computers, recommends that computers be used in adult literacy programs. Points out that computers provide privacy, feedback, individualization, a feeling of control, and flexibility.

Young, Deborah; Irwin, Martha. "Integrating Computers into Adult Literacy Programs," *Journal of Reading*, v31 n7 p648-52 Apr 1988.

Suggests effective means of integrating computers into adult literacy education using commercial word-processing and data base programs. Points out that activities used in most "reading software" are not consistent with the cognitive view of comprehension.

Focused Access to Selected Topics No. 31
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Adult Literacy: Overview, Programs, and Research

by Michael Shermis

The influx of materials on and about adult literacy and the changes in the field make it appropriate to keep this important topic updated. There are many unanswered questions, including the extent of the problem of illiteracy. A search of the ERIC database produced the following citations on adult literacy, all from the period 1987 to 1989. The first section of this *FAST Bib* provides an overview of adult literacy. Articles and papers in the second section describe and discuss adult literacy programs and projects. The third section presents citations on recent research. Issues concerning politics and women are discussed in the last section.

Overview

Adult Literacy & Technology National Conference. Pennsylvania State University, Institute for the Study of Adult Literacy, University Park, PA, 1988. 75p. [ED 298 291; paper copy not available from EDRS]

Provides advance information on the symposia, workshops, and presentations of a conference developed to teach about new techniques and methodologies for applying technology as a solution to adult illiteracy.

Bhola, H.S. "At Issue: Universal Literacy by Year 2000." Indiana University, School of Education, Bloomington, IN, 1988. 2p. [CS 009 374]

The call for universal literacy is not much ado about nothing. One billion adults, one in every four, living on the earth today are illiterate; 98% of them live in so-called Third World countries. Unable to participate effectively in the economic, social, and political life of the society, the illiterate adult is almost rendered superfluous. The principles for the organization of literacy are functionality (literacy tied to economic, social, or political functions); integration (literacy integrated with development work); participation (literacy planned in participation with the people involved); and diversity (literacy delivered through diverse modes of organization and methods of teaching). Literacy is "potential added" to human beings.

Chall, Jeanne S.; and others. "Adult Literacy: New and Enduring Problems," *Phi Delta Kappan*, v69 n3 p190-96 Nov 1987.

Analyzes the extent of adult illiteracy in the United States and identifies the major problems and needs found in the literature and in interviews with adult learners. Recommends ways to improve educational efforts and discusses what is known about effective adult literacy programs.

Coy, Joye Jenkins. "Adult Literacy from a Sociocultural Perspective." Paper presented at the 26th Annual Meeting of the Florida Reading Association, 1988. 18p. [ED 298 450]

Sociocultural concerns have provided the framework for literacy expectations throughout the history of the United States, and have determined how much national emphasis has been placed on adult literacy programs. Development of adult literacy programs must continue to assist and educate individuals in preparing for and adapting to the technological changes which are being implemented.

Heathington, Betty S. "Expanding the Definition of Literacy for Adult Remedial Readers," *Journal of Reading*, v31 n3 p213-17 Dec 1987.

Reviews some of the current definitions of literacy and suggests that an expansion of the definitions is needed.

Hunter, Carman St. John. "Myths and Realities of Literacy/Illiteracy," *Convergence: An International Journal of Adult Education*, v20 n1 p1-18 1987.

Examines three myths concerning illiteracy: the Third World remains poor because of high illiteracy rates; nations can be rated on a scale that compares relative literacy rates; and a reliable definition of literacy is needed. Concludes the real issue is not literacy, but equity and justice.

Johnson, Calvin. *Adult Learners: Needs, Problems, Disabilities, Development, and Solutions.* Bibliographical Review 1978-1987. Arkansas University, Little Rock, AR, 1987. 46p.[ED 297 099]

Provides an abstracted review of 75 available sources on the subjects of adult learning problems, disabilities, development, and solutions in adult education.

Kitz, William R. "Adult Literacy: A Review of the Past and a Proposal for the Future," *Remedial and Special Education (RASE),* v9 n4 p44-50 Jul-Aug 1988.

Provides a brief review of the literature regarding current practices for teaching reading to adults and children. Much of the methodology that has been proven effective with school-aged poor readers, such as the teaching of phonics through direct instruction, may also be appropriate for use at the adult level.

Limage, Leslie J. "Prospects for Adult Literacy in a Period of Economic Austerity," *Comparative Education,* v24 n1 p61-73 1988.

Evaluates the outlook for adult literacy during the ongoing international economic crisis. Describes liberal, conservative, and socialist views on relationships among education, poverty, and governmental policies.

Stedman, Lawrence C.; Kaestle, Carl F. "Literacy and Reading Performance in the United States, from 1880 to the Present," *Reading Research Quarterly,* v22 n1 p8-46 Win 1987.

Reviews literacy and reading achievement trends over the past century and places the current debates in a historical perspective. Concludes that upgrading literacy skills now requires new initiatives by coalitions of educators, community groups, employers, and governments.

Programs/Projects

Bean, Rita M.; Johnson, Rhonda S. "The Pittsburgh Adult Competency Program: A Model for Effective Literacy Programming," *Adult Literacy and Basic Education,* v11 n1 p1-12 1987.

The Pittsburgh Adult Competency program is a literacy and vocational program based on six elements: (1) assessment, (2) flexible grouping, (3) a strong math and reading curriculum, (4) strategies for self-direction, (5) staff development, and (6) evaluation.

Combating Illiteracy among the Elderly: A Cost-Effective Strategy. National Council on the Aging, Inc., Washington, DC, 1987. 17p. [CS 009 342]

This final report of the Literacy Education for the Elderly Project (LEEP) provides a description and the results of the project designed to target literacy education to the older adult.

Cornell, Thomas. "Characteristics of Effective Occupational Literacy Programs," *Journal of Reading,* v31 n7 p654-56 Apr 1988.

Highlights the need for occupational literacy programs and provides brief guidelines for reading specialists interested in helping to develop such programs.

Diekhoff, George M. "An Appraisal of Adult Literacy Programs: Reading between the Lines," *Journal of Reading,* v31 n7 p624-30 Apr 1988.

Presents a critical review of the research on the effectiveness of adult literacy programs. Suggests that the methods used in current literacy programs offer students little chance of significant improvement.

Keefe, Donald; Meyer, Valerie. "The Literacy Prescription: Profiles of Adult Readers with Recommended Instructional Strategies." 1988. 27p. [CS 009 586]

The Literacy Prescription Project has served 250 clients in Illinois by providing individualized instruction and complete diagnostic reports—developing four profiles of adult disabled readers who can be treated with associated instructional techniques. These techniques include text mapping, key word search and prediction strategies, and summarizing strategies.

LIFE: Literacy Is for Everyone. Final Report. South Plains College, Lubbock, TX, 1988. 150p. [ED 298 335]

Describes Project LIFE a model program that involved a coalition of community agencies in addressing the problem of adult illiteracy in a community college setting, enhancing participants' employability, and providing them with career adaptability.

Malus, Susan. "The Logical Place to Attain Literacy," *Library Journal,* v112 n12 p38-40 Jul 1987.

Describes the design, development, and implementation of an adult literacy program incorporating adult learning centers within the Brooklyn Public Library system.

Senson, Victor R. "For the Love of Reading," *Humanities,* v9 n6 p27-28 Nov-Dec 1988.

Describes Vermont's "Connections" project, a book discussion program designed to move newly literate adults from practical literacy to "literate" literacy by engaging them in discus-

sions of texts and ideas in the tradition of liberal education in the humanities.

Turner, Terilyn C., ed.; Stockdill, Stacey Hueftle, ed. *The Technology for Literacy Project Evaluation.* Saint Paul Foundation, St. Paul, MN, 1987. 188p. [ED 295 028]

Describes the Technology for Literacy Center, designed to find a new and better way to teach literacy skills to adults by using computers and other forms of technology.

Wechsler, Jill. "Going Back to the ABC's," *Appalachia,* v21 n1 p34-37,39-42 Win 1988.

Considers motivations of adult illiterates involved in literacy programs, and gives examples of available programs. Describes difficulties, frustrations, and rewards for individuals completing such programs. Includes an estimate of the size of the adult literacy problem.

Woods, Nancy. *Beginning a Literacy Program.* Metropolitan Pittsburgh Public Broadcasting, Inc., Pittsburgh, PA, 1987 27p. [ED 284 987]

Offers practical advice to those in charge of, or attempting to develop, a small literacy program. Discusses the following topics: beginning a literacy program; assessing the need; program structure; building a program; financing a program; recruitment; promotion; training of volunteer tutors; and "horizons" (perspective on adult literacy programs).

Research

Balmuth, Miriam. "Recruitment and Retention in Adult Basic Education: What Does the Research Say?" *Journal of Reading,* v31 n7 p620-23 Apr 1988.

Reports on a survey of adult literacy programs in the United States, focusing on the issues of student recruitment and retention. Suggests that personal sources are better than non-personal for recruitment, and that extrinsic motivation and a pleasant social environment are factors that can prevent attrition.

Bowren, Fay F. "Adult Reading Needs Adult Research Models," *Journal of Reading,* v31 n3 p208-12 Dec 1987.

Describes the lack of a substantial knowledge base about the nature of adult reading schemata and adult skill acquisition processes, posits reasons for the lack, and suggests areas in adult reading for research, including materials, programs, and instructional methods.

Bruder, Mary Newton; Biggs, Shirley A. "Oral Reading and Adult Poor Readers: Implications for Practice," *Journal of Reading,* v31 n8 p736-39 May 1988.

Reports on a study that found that most adult poor readers reported negative memories of reading aloud in school. Also found that dislike of oral reading increased with reading ability, was present equally among men and women, and was less common among Blacks than Whites.

Chall, Jeanne S. "Reading Development in Adults," *Annals of Dyslexia,* v37 p240-51 1987.

The development of reading ability among adults is compared with that of children. Discusses the characteristics of adults at each developmental level; instruction for skill enhancement; difficulties experienced at various levels; a historical overview of literacy needs and standards; and the growing recognition of dyslexia in adults.

Fagan, William T. "Concepts of Reading and Writing among Low Literate Adults," *Reading Research and Instruction,* v27 n4 p47-60 Sum 1988.

Examines the reading and writing concepts of two groups of low literate adults (prisoners and adults in mainstream society). Finds that both groups possess a restricted view of literacy, viewing reading as a decoding task and writing as a handwriting and spelling activity.

Nickse, Ruth S.; and others. "An Intergenerational Adult Literacy Project: A Family Intervention/Prevention Model," *Journal of Reading,* v31 n7 p634-42 Apr 1988.

Reports on a research project in which adults who were involved in an intergenerational literacy program made significant progress in literacy skills. Emphasizes the importance of well-trained, caring tutors for successful literacy programs.

Quigley, B. Allan. "Learning to Work with Them: Analyzing Nonparticipation in Adult Basic Education through Resistance Theory," *Adult Literacy and Basic Education,* v11 n2 p63-71 1987.

Assuming that many undereducated adults resisted schooling in early years and are now resisting adult basic education (ABE) programs for similar reasons, this study examines young adults in literary fiction who resisted schooling.

Other Literacy Issues

Fingeret, Arlene. "The Politics of Adult Literacy Education." Paper presented to the National Urban Literacy Conference, 1988. 7p. [ED 292 053]

Recent attention to literacy, rather than focusing on literacy for social mobility as in the 1960s, promotes literacy for basic, entry-level employment—training adults for specific tasks rather than helping them learn to read, write, solve problems, and continue learning.

Howard, Joseph. "Adult Literacy in West Germany: The Paradox of Success," *Journal of Reading*, v32 n3 p257-61 Dec 1988.

Assesses adult illiteracy in the Federal Republic of Germany, reinforcing some observations on the situation in the United States and other industrialized nations.

Kazemek, Francis E. "Women and Adult Literacy: Considering the Other Half of the House," *Lifelong Learning*, v11 n4 p23-24 Jan 1988.

Discusses one central characteristic of "women's way of knowing," some immediate implications for adult literacy instruction, and possible directions for further research.

Moss, Michael. "Reporting on Literacy: Soft-Selling a Complex Political Story." Paper presented at the National Seminar of the Education Writers Association, 1988. 20p. [ED 296 176]

Much of the story of illiteracy is about the powerless, and reporting on it can focus on who lacks power and why. However, much of the untold story about illiteracy is about people with power who are choosing not to wield it in support of changing poverty-related illiteracy. Reporting on illiteracy and other poverty issues requires immersion, context, and repetition.

National Adult Literacy Policy: A Proposal from the Working Group on Adult Literacy. International Reading Association, Newark, DE, 1988. 13p. [ED 297 312]

Presented to Americans and addressed to presidential candidates, this proposal: (1) identifies the extent of the literacy problem in America; (2) outlines current efforts to address the problem; (3) discusses the roles of the sectors; and (4) recommends actions.

Salice, Barbara. "Women and Illiteracy in the United States: A Feminist View." 1988. 26p. [ED 299 434]

Throughout history, American women have had less access to education than their male counterparts. Because of discrimination based on traditional ideas of inferiority and subjection, female adult literacy rates did not even approximate male rates until well into the 19th century. It was not until the 20th century that the need to educate women for careers and professions was recognized. More recently, feminist literature has reflected the need for education of women that enables them to take charge of their own lives.

ERIC

Focused Access to Selected Topics No. 18
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Reading and the Elderly

by Sonja Rasmussen

As the number of elderly people in this increases—12% of the population will be over 65 by the year 2000—issues concerning their well-being gain importance. Reading is an activity that offers the elderly many benefits: it is a means of social interaction and renewal, a source of information and current news, and a way to pass time pleasantly. The ERIC *FAST Bib*, divided into six sections, explores several aspects of reading as it relates to the elderly. Following an overview of the issue in the first section, the second section describes reading programs for institutionalized and noninstitutionalized elders. Research on reading habits and interests of the elderly is discussed in the third section, followed by other research in the fourth. The fifth section considers libraries and the elderly reader. The final section deals with literacy and instruction, discussing basic literacy and the aged, as well as other issues related to teaching the elderly reader.

Overview

Aiex, Nola Kortner. "ERIC/Reading and the Elderly," *Journal of Reading*, v1 n3 p380-83 Dec 1987.

Reviews physical and mental factors that influence the reading habits of older Americans. Discusses their reasons for reading, reading programs for institutionalized elders, ways to encourage older people to use the public library, and other ways to motivate older people to read.

Kingston, Albert J., Jr. "Reading and the Aged: A Statement of the Problem," *Educational Gerontology*, v4 n3 p205-07 Jul 1979.

Reading behavior of retired persons tends to closely reflect previous reading habits, educational attainment, and socioeconomic status.

Wilson, Molly M. "Future Shock and the Aged: Is Reading a Cure or Part of the Problem?" Paper presented at the 27th Annual Meeting of the National Reading Conference, 1977. 9 p. [ED 150 565]

Suggests that reading offers a partial solution to the adaptation problems that older adults must face, by providing a means of disseminating information and offering a source for consumer services information and basic education in living.

Wolf, Ronald E. "What is Reading Good For? Perspectives from Senior Citizens," *Journal of Reading*, v21 n1 p15-17 Oct 1977.

A study regarding the leisure time reading behavior of 249 elderly persons indicated that reading is a positive coping factor for older persons.

Reading Programs

Bond, Carole L.; Miller, Marilyn J. *A Survey of Reading Programs for the Institutionalized Elderly*, 1985. 9 p. [ED 259 321]

Surveys the need for and content of reading services for residents of nursing homes. Suggests that a designated full- or part-time nursing home librarian, managing a core of volunteers specifically for reading aloud to residents, could be an asset to resident care and morale.

Culpepper, Virginia. "She Helps Kids with Own Library," *Reading Teacher*, v32 n2 p158-59 Nov 1978.

The manager of a large apartment complex in Valdosta, Georgia, started a library on the premises in order to encourage reading by children and senior citizens living in the complex.

Gentile, Lance M.; McMillan, Merna. "Reading: A Means of Renewal for the Aged," *Educational Gerontology*, v4 n3 p215-22 Jul 1979.

Describes a model reading program designed to motivate the elderly to seek intellectual, physical, or spiritual renewal through reading-related exercises. Offers a bibliography for such a reading program.

Jolly, Nancy. "Adult Reading Plans: Enjoyment, Enrichment and Inquiry," *Reading Horizons*, v18 n3 p203-08 1978.

Discusses ways in which reading can enrich adults' lives, aid in problem-solving, and provide information on many vital issues; shows how adults can develop plans for purposeful reading.

Lehr, Fran. "Reading Programs for the Older Adult," *Journal of Reading*, v28 n3 p276-78 Dec 1984.

Offers descriptions of reading programs created for the elderly in community centers and retirement and nursing homes.

Lovelace, Terry. "Reading Activities to Enhance the Lives of Nursing Home Patients," *Educational Gerontology*, v4 n3 p239-43 Jul 1979.

Investigates the use of reading activities in the enhancement of the lives of nursing home patients. Two reading groups were formed. Short stories of high interest were read and discussed. Patients appeared to appreciate and enjoy the sessions.

Wilson, Molly M. "Enhancing the Lives of the Aged in a Retirement Center through a Program of Reading," *Educational Gerontology*, v4 n3 p245-51 Jul 1979.

Discusses the Readarama reading program, established for a community retirement center in Athens, Georgia, attended by healthy, active elderly women.

Research on Reading Habits and Interests

Carsello, Carmen J.; Creaser, James W. "Reading Attitudes and Problems of the Elderly." Paper presented at the 2nd Annual Meeting of the American Reading Forum, 1981. 17 p. [ED 210 653]

Reports on a study of 106 elderly adults in the Chicago, Illinois, area, to identify attitudes towards reading, recognition and comprehension problems, reading behaviors, and physical and psychological difficulties in reading. There was evidence of widespread recreational reading and survival reading skills for most adults.

Drotter, Molly Wilson. "The Preferences of a Selected Group of Older Readers for Five Biographical Short Stories." Paper presented at the 30th Annual Meeting of the National Reading Conference, 1980. 16 p. [ED 198 502]

Examines the reading interests of a group of 16 older adults regarding reading preferences, reading habits and interests, and appealing elements of the stories read. Results indicated a preference for happy stories with moral characters, a wide variety of reading interests, and a continuing interest in reading into older adulthood.

Duncan, Patricia H.; Goggin, William F. "A Profile of the Lifetime Reader: Implications for Instruction and Resource Utilization." Paper presented at the 26th Annual Meeting of the College Reading Association, 1982. 14 p. [ED 223 994]

Identifies the profile of the active older lifelong reader, through in-depth taped interviews with 23 retired individuals. Profiles include educational levels, impressions of recalled reading instruction, family influences, favorite childhood books, and reading interests and patterns over the years.

Harvey, Rhonda L.; Dutton, Donnie. "Reading Interests of Older Adults," *Educational Gerontology*, v4 n3 p209-14 Jul 1979.

Research concerning reading interests of older adults indicates that they do not enjoy science fiction, depressing books, books that contain sex or violence, or books that have confusing plots or many characters.

Heisel, Marsel.; Larson, Gordon. "Literacy and Social Milieu: Reading Behavior of the Black Elderly," *Adult Education Quarterly*, v34 n2 p63-70 Win 1984.

Reports on a study that examined the literacy behavior of 132 elderly Blacks in a large city environment with a high concentration of undereducated adults. Finds that the group developed the necessary literacy skills to meet the demands of their social environment.

McLeod, Roderick Wm. "Reading Patterns of Middle-Aged and Older Canadian Book-Readers." Paper presented at the 26th Annual Meeting of the International Reading Association, 1981. 12 p. [ED 208 357]

Investigates the diversity of reading behaviors reported by a 3,354 middle-aged and older Canadian readers in response to a questionnaire on reading habits.

Murray, Martha S. "Older Adults and Reading, the Effect of Residential Lifestyles," *Lifelong Learning: The Adult Years*, v4 n5 p17, 31 Jan 1981.

Describes a study that surveyed the reading preferences of older adults. Noninstitutionalized older adults tend to read to gain knowledge; those who are institutionalized tend to read primarily to pass time. Suggestions, such as using large-print books, are listed to improve the reading habits of both groups.

Ngandu, Kathleen M.; O'Rourke, Bill. "Reading Attitudes, Habits, Interests, and Motivations of the Elderly." Paper presented at the 23rd Annual Meeting of the College Reading Association, 1979. 12 p. [ED 181 416]

Presents information about 267 older adults' reading habits, reading materials, time spent reading daily, time spent watching television, reading interests, preferred television shows, and reading motivations.

Scales, Alice M.; Biggs, Shirley A. "Reading Habits of Elderly Adults: Implications for Instruction," *Educational Gerontology*, v3 n6 p521-32 1987.

Presents results of a survey of 49 elderly adults regarding reading skills, reading preferences, physical functions, attention span/concentration, and emotional well-being.

Other Research

Lovelace, Terry. *The Influence of Psychophysiological Variables on Aged Subjects' Functional Reading Achievement, 1979.* 18 p. [ED 219 716]

Investigates the effects of selected psychophysiological factors known to affect cognitive functioning on the reading achievement of 34 noninstitutionalized older adults. Finds that aging "per se" does not affect cognitive functioning as it relates to functional reading ability.

Vanderplas, James M.; Vanderplas, Jean H. "Some Factors Affecting Legibility of Printed Materials for Older Adults," *Perceptual and Motor Skills*, v50 n3 pt1 p923-32 Jun 1980.

Reading speed and acceptance rates were obtained as a function of type size, type style, line width and line spacing in two experiments with older adults.

Walmsley, Sean A.; Allington, Richard L. "Reading Abilities of Elderly Persons in Relation to the Difficulty of Essential Documents," *Gerontologist*, v22 n1 p36-38 Feb 1982.

Tests 90 elderly persons for their reading ability and analyzes 126 documents from seven service agencies for their readability. Indicates that two-thirds of the sample had reading abilities lower than eighth grade, whereas 98% of the documents had readability levels at or above ninth grade.

Walmsley, Sean A.; Allington, Richard. "Aging Research in Higher Education: Research in Reading Processes of the Elderly (Problems and Promise), *Reading Psychology*, v1 n3 p177-83 Sum 1980.

Considers three issues related to the conduct of research into reading problems of the elderly: (1) the lack of federal funding of literacy research concerning the elderly; (2) differences between conducting research with school-aged populations and with the elderly; and (3) problems encountered in testing elderly individuals.

Walmsley, Sean A.; and others. "Effects of Document Simplification on the Reading Comprehension of the Elderly," *Journal of Reading Behavior*, v13 n3 p237-48 Fall 1981.

Reports that the readability level of a document is a poor indicator of its likely comprehension by aged subjects and that simplifying the language of documents may not be sufficient to ease comprehension difficulties.

Wilson, Molly M. "Physical and Psychological Decrements Affecting Reading in the Aged." Paper presented at the 30th Annual Meeting of the National Reading Conference, 1980. 11 p. [ED 199 633]

Discusses physical and psychological decrements affecting the ability of the elderly to read. Presents ways to compensate for and overcome such decrements.

Libraries and the Elderly Reader

Kamin, Judith. *How Older Adults Use Books and the Public Library: A Review of the Literature. Occasional Papers Number 165.* Graduate School of Library and Information Science, University of Illinois, Urbana, IL, 1984. 38 p. [ED 247 954]

Synthesizes and analyzes research from the past 20 years on older adults' use of books and the public library.

Polk, W.Ben; and others. "Serving Our Senior Citizens," *Illinois Libraries*, v69 n5 p324-52 May 1987.

Discusses the special information needs of older adults and library services designed to meet those needs, focusing on problems of mobility, and visual and hearing impairments.

Literacy/Instruction

Jacobs, Bella; Ventura Merkel, Catherine. *Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor. Literacy Education for the Elderly Project.* National Council on the Aging, Inc., Washington, D.C., 1986. 56 p. [ED 286 000]

Fifteen lessons contain low-vocabulary, high-interest reading materials on health issues to enhance the learning of the new older reader. Each lesson is preceded by tutor guidelines with specific goals and objectives, and review exercises.

Kasworm, Carol; Courtenay, Bradley C. "Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching." Paper presented at the

National Adult Education Conference, 1982. 30 p. [ED 229 559]

Reports on two research projects examining the current and future needs of older adults for functional literacy and analyzing the involvement of Adult Basic Education (ABE) programs to better serve those needs. Discusses key strategies for effective instruction in functional literacy skills and student recruitment strategies.

Kingston, Albert J. "Does Literacy Really Enhance the Lives of the Elderly?" *Reading World*, v20 n3 p169-71 Mar 1981.

Argues that adult literacy programs should be structured so that reading becomes a way to enhance the lives of the elderly.

Kingston, Albert J., Jr. "The Study and Reading Needs of the Elderly College Student." Paper presented at the Second Annual Meeting of the American Reading Forum, 1981. 8 p. [ED 210 640]

Reading instructors can assist the elderly student to become aware of and to employ various organizational aids and reading strategies.

Mattran, Kenneth J. "Breaking through the Decoding Barrier: A Case Study in Adult Literacy." Paper presented at the Conference of the Commission on Adult Basic Education, 1981. 22 p. [ED 203 131]

Describes a case study in which an application of Goodman's psycholinguistic Guessing Game model of reading was successfully attempted with an elderly illiterate woman.

Rigg, Pat; Kazemek, Francis. *Literacy and Elders: What We Know and What We Need to Find Out*, 1980. 14 p. [ED 221 834]

Reviews research about the literacy of the aged. Supports literacy instruction that stresses the importance of social interaction, and allows elders to participate in the actual program planning.

ERIC

Focused Access to Selected Topics No. 1
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

Workplace Literacy

By Bruce Tone

The relationship between adequate command of language skills and success in the workplace has become a major focus in further development of literacy in the United States. Numerous studies have clarified the importance of a command of language in holding a job and advancing oneself.

A recent 50-page guidebook published by the U.S. Education, Labor, and Commerce departments is designed to help business, education, and local governments identify workplace literacy problems and to establish sound programs to upgrade labor force literacy. In releasing the guidebook in March, 1988, Secretary of Education William Bennett stressed that education does not stop with the nation's schools and that industry must take an active role in training workers today for the future.

Many adult literacy programs are now stressing the use of job-related materials because research has demonstrated as low as 25 percent shared variance across different settings. Many experts now stress that the literacy adults developed as students needs modification in the workplace, particularly as that setting is changed by automation and other factors.

Another related finding is that job literacy requires integrating reading, writing, and computational skills for problem solving.

The emerging clarity of what is being learned in adult literacy programs and research has led to new interest and initiatives, including Federal support to implement what we know in ever-stronger adult literacy programs. Several funding opportunities were announced by Federal agencies in early 1988 and are listed in the *ERIC/RCS Newsletter*, May, 1988.

About this Bibliography

This *ERIC/RCS FAST Bib* has been compiled to assist those who are interested in building better workplace literacy programs. The bibliography is a selection of representative documents from searches of the ERIC database. The particular search designs used can be acquired by writing ERIC/RCS.

The documents cited here have been grouped into several general categories, and some of the abstracts which accompany them in the database have been edited and reduced to allow for the inclusion of more entries in this bibliography. Some sources included in one category may also treat additional perspectives of workplace literacy.

Sources that Provide an Overview of Concerns about Workplace Literacy

The Bottom Line. Washington, DC: Division of Adult Education, Education Department, 1988.

This 50-page booklet offers practical information to help business and industry apply proven basic skills training practices as the solution of work force literacy problems.

Eurich, Nell P. *Corporate Classrooms: The Learning Business*. A Carnegie Foundation Special Report. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching, 1985. [ED 264 785]

This historical review of business- and industry-based education in the U.S. includes consideration of four "dimensions of the corporate learning enterprise": in-house educational programs, educational and training facilities, degree-granting institutions, and the satellite university. It covers a broad scope of the aspects relevant to successful programs, with details on 18 corporate education institutions.

Fields, Ernest L. "Industry-based Programs: A Growing Source for Adult Literacy Development," *Lifelong Learning, 10* (1), September 1986, pp. 7-9.

In reviewing and classifying adult literacy skills needed in industry and in describing nine industry-based literacy programs, this article treats industry's perceptions of literacy needs.

A History of the Adult Education Act. Washington, D.C.: National Advisory Council on Adult Education, 1980. [ED 245 098]

Places the Adult Education Act in a chronological narrative of the Federal role in adult education for federal employees, in labor force

development programs, and in programs to develop literacy and basic skills. It gives background and descriptions of other legislation relevant to adult education and of amendments to the Adult Education Act.

Kirsch, Irwin S., and Jungeblut, Ann. *Literacy: Profiles of America's Young Adults.* Princeton, New Jersey: National Assessment of Educational Progress at Educational Testing Service, 1987. [ED 275 692] See also same title, Final Report, 1987. [ED 275 701]

This NAEP report defines the literacy needs of youth entering the job force as more task-oriented and related to problem solving than our schools may recognize.

Mikulecky, Larry. "Literacy Task Analysis: Defining and Measuring Occupational Literacy Demands." Paper presented at the National Adult Educational Research Association in Chicago, 1985. [ED 262 206]

Defines workplace or job literacy as considerably different from literacy demands on students and discusses the implications of the differences for training and measurement. Reports that workplace literacy requires the development of metacognitive skills.

Philippi, Jorie W. "Matching Literacy to Job Training: Some Applications from Military Programs," *Journal of Reading. 31* (7), April 1988, pp. 658-666.

Presents the research case for using job materials for literacy programs and provides brief guidelines for reading specialists interested in helping to develop such programs.

Sticht, Thomas G., and Mikulecky, Larry. *Job-related Basic Skills: Cases and Conclusions.* Columbus, Ohio: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1984. [ED 246 312]

Discusses workplace literacy as reading, writing, and computational ability. It presents case studies of three basic skills training programs, including the Department of Defense Functional Literacy project, and describes job-related basic skills requirements of the workplace while exploring ways of developing and improving the reading, writing, and computational abilities of workers.

General Background Sources

Chang, Kathryn L. "Occupational Literacy: An Overview," *Lifelong Learning 11* (1), September, 1987, pp. 19-22.

Reviews studies which support the contention that the ability to read is a fundamental vocational skill in American society.

Hunter, John M. *Contributions and Shortfalls: Economic Analysis and Non-formal Education.* East Lansing, Michigan: Non-Formal Education Information Center, Michigan State University, 1981. [ED 242 461]

Discusses the problems inherent in evaluating the success of an adult education program and in weighing its social, psychological, and economic benefits against the cost of designing and administering such a program.

Jones, Barry O., "Teaching Basic Skills for the Information Age," *Unicorn, Journal of the Australian College of Education, 12* (2), May, 1986, pp. 75-80.

Stresses the need for adult literacy initiatives to accommodate society's shift from industrial production to increasingly service-oriented work functions and to broaden the educational experiences of the labor force as a lifetime approach of self-growth.

Mikulecky, Larry. "Job Literacy: The Relationship between School Preparation and Workplace Actuality," *Reading Research Quarterly,* 17 (3), 1982, pp. 400-419

Reports on the examination of the literacy demands, competencies, and strategies present in the daily reading of students and workers to determine that academic literacy is not all the literacy preparation the workplace may require.

Rush, T.; Moe, A.; and Storlie, R. *Occupational Literacy Education.* Newark, Delaware: International Reading Association, 1986. [ED 270 728]

Intended for teachers of adult literacy courses, this book focuses on development of written and oral language competencies required in occupational and training settings.

Sources Which Help Define Workplace Literacy

Flanagan, W. Malcolm. *Computerized Vocational Objectives Manual and Data Bank for Students with Special Needs: A User's Manual and Comprehensive Data Bank of Over 3,000 Vocational Entry and Exit Level Objectives Designed for Special Needs Learners.* Columbia, Missouri: Department of Practical Arts and Vocational-Technical Education, Missouri University, 1984. [ED 259 166]

Describes competencies for a broad range of occupational areas.

Mikulecky, Larry. "Literacy for the Workplace." In *Reading across the Life-Span.* S. Yussen and M. C. Smith, (eds.). New York City: Springer-Verlag, in press.

Reviews and synthesizes recent research, giving particular attention to what is known about the literacy demands in the workplace and about the abilities of various segments of the adult and adolescent populations.

Noe, Katherine Schlick. "Technical Reading Technique: A Briefcase Reading Strategy," *Journal of Reading, 27* (3), December, 1983, pp. 234-237.

Argues that on-the-job reading makes special demands upon readers; presents a technical reading strategy that involves a five-step prereading checklist and four post-reading analyses.

Schall, Jeanne, *et al.* "Competence and Careers: A Study Relating Competencies Acquired in College to Career Options for the Liberal Arts Graduate." In *Lifelong Learning Research Conference Proceedings* (7th), Rivera, William M. et al. (eds.). College Park, Maryland: Department of Agriculture and Extension Education, Maryland University, 1985. [ED 259 102]

Discusses career competencies in relation to broader, more traditional conceptions of literacy.

Valentine, T. "Issues Central to the Definition of Adult Functional Literacy." Paper prepared for the Office of Higher Education and Adult Learning of the Office of Educational Research and Improvement of the United States Department of Education, 1986. In dealing with the issues, this paper becomes an excellent source of definitions.

Descriptions of Programs/Projects

Conklin, Nancy Faires, and Reder, Stephen. *Changing Channels: A Guide to Functional Lliteracy for the Automated Workplace.* Portland, Oregon: Northwest Regional Educational Laboratory, 1985. [ED 264 395]

This paper was designed to assist educators and employers in planning curricula in language and communication skills for students and employees entering, or experiencing a transition to, automated work settings. It includes information on training for functional literacy and competency skills and training delivery models.

"Guidelines for Developing an Educational Program for Worker Literacy." Boston: Massachusetts State Executive Department, 1986. [ED 284 071]

These guidelines were developed to assist a variety of agencies, businesses, unions, and other groups cooperating to provide educational programs emphasizing literacy appropriate to the workplace.

Mark, Jorie Lester. "Private Sector Providers of Basic Skills Training in the Workplace: A Study of the General Training and Basic Skills Responses of Randomly Selected Companies Which Provide Basic Skills Training to Their Employees." Washington, DC: American Association for Adult and Continuing Education, 1984.

Reports on responses from 41 companies to a questionnaire that helps define the kinds of adult education programs they were running, gives data on the employees in the programs, and discusses the extent of the training, the nature of the training, and the methods of financing the programs.

Mark, Jorie Lester, and Murphy, Garrett. "The Basic Skills: Business/Union Connection." Washington, DC: American Association for Adult and Continuing Education, 1985 (rvd.) [ED 266 284]

Reports on a questionnaire returned by 31 state directors of adult education on the affiliations between adult basic education programs and business, industry, and unions. Outlines the contributions to programs by business and industry as second to the funding support of the Adult Education Act. Discusses the space, equipment, dollars, counseling, and staff needed for effective programs.

Monk, Virginia. "Vocational English in British Columbia: The State of the Art", *TESL-Talk, 13* (4), Fall, 1982, pp. 24-38.

Summarizes the common elements, successes, and problems encountered by programs designed to improve vocational English skills in the labor force. The programs—some of which were operated by specific firms and unions—include pre-employment training and on-the-job components.

ERIC/RCS *A Profile*

ERIC

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ERIC/RCS

Clearinghouse on Reading and Communication Skills

THE ERIC NETWORK

ERIC, the Educational Resources Information Center sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to do the following:

MAKE AVAILABLE hard-to-find educational materials, such as research reports, literature reviews, curriculum guides, conference papers, projects or program reviews, and government reports.

ANNOUNCE these materials in *Resources in Education (RIE)*, a monthly journal containing abstracts of each item.

PUBLISH annotations of journal articles in *Current Index to Journals in Education (CIJE)*, a monthly guide to current educational periodicals.

PREPARE magnetic tapes (available by subscription) of the ERIC database (*RIE* and *CIJE*) for computer retrieval.

CREATE products that analyze and synthesize educational information.

PROVIDE a question-answering service.

Most of the educational material announced in *RIE* may be seen on microfiche in one of the more than 700 educational institutions (college and university libraries; local, state, and federal agencies; and not-for-profit organizations) that have complete ERIC collections. It can also be purchased from the ERIC Document Reproduction Service (EDRS) on microfiche, a 4" x 6" microfilm card containing up to 96 pages of text; or paper copy, a photographically reproduced copy.

Journal articles announced in *CIJE* are not available through ERIC, but can be obtained from a local library collection, from the publisher, or from University Microfilms International.

ERIC/RCS

Where would you go to find the following kinds of information?

Suggested activities and instructional materials to teach elementary school students listening skills.

Instruction in writing that focuses on the writing process.

A list of suggestions for parent involvement in reading instruction.

Your answer should include the **ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS).** Each year ERIC/RCS helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communications. While we cannot meet every educational information need, anyone with a strong interest in or involvement with teaching communication skills should look to ERIC/RCS as a valuable resource.

The ERIC/RCS Clearinghouse is now located at Indiana University, in Bloomington, Indiana.

Write or call ERIC/RCS for the following information:

- How to submit material for inclusion in the ERIC database.
- How to conduct manual or computer searches of the ERIC database.
- Where to get an ERIC computer search.
- Which organizations and institutions near you have ERIC microfiche collections.
- To obtain a list of ERIC/RCS publications.

ERIC/RCS PUBLICATIONS

These publications represent a low-cost way to build your own personal educational library and are an excellent addition to a school professional library. They are the results of the clearinghouse's efforts to analyze and synthesize the literature of education into research reviews, state-of-the-art studies, interpretive reports on topics of current interest, and booklets presenting research and theory plus related practical activities for the classroom teacher.

ERIC/RCS FAST BIBS (**F**ocused **A**ccess to **S**elected **T**opics): abstracts or annotations from 20-30 sources in the ERIC database.

ERIC/RCS NEWSLETTERS concerning clearinghouse activities and publications, featuring noteworthy articles for communication skills educators.

ERIC DIGESTS with information and references on topics of current interest.

ERIC/RCS SERVICES

As part of its effort to provide the latest information on education research and practice, ERIC/RCS offers the following services:

- Question-answering, a major clearinghouse priority along with processing documents and producing publications.
- ERIC orientation workshops at local, regional, and national levels, at cost.
- Multiple copies of ERIC/RCS no-cost publications for workshop distribution.
- Clearinghouse-sponsored sessions at professional meetings on timely topics in reading and communication skills.
- Customized computer searches of the ERIC database. (The charge for this service is $30 for the first 50 citations.)

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Bloomington, IN 47408-2698
(812) 855-3838

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American Association of Colleges for Teacher Education
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Washington, DC 20036-2412
(202) 293-2450

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American Institutes for Research (AIR)
Washington Research Center
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Washington, DC 20007-3541
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WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because *many resources in the ERIC database are not available anywhere else.*

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes *Resources in Education* and *Current Index to Journals in Education*. The computer offers the opportunity to search under several index terms at the same time

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computers or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.

COMPUTER SEARCH SERVICE ORDER FORM

Name _____

Position _____

Organization _____

Street _____

City _____ State _____

Zip _____ Phone _____

Purpose of search:

Education level _____

Format (circle one):

Research reports	Journal citations only
Practical applications	Document abstracts only
Both	Both

Known authority in field (if any) _____

Possible key words or phrases:

Restrictions: Year(s) _____

Monetary _____

Statement of search question:

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ERIC in Print

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Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.
2. **See If Your Indexing Terms are Listed in the** *Thesaurus of ERIC Descriptors*. If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.
3. **Go to the Subject Index Sections of the Monthly, Seminannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly *RIEs*.** Main entries are listed consecutively by ED number.
5. **To Find the Complete Text of the Document, First Examine the Abstract to See if It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by over 700 libraries nationwide) and through the ERIC Document Reproduction Service (EDRS) in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."
6. **If You Have Trouble With Your Search** (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.

If you want to expand your search to include journal articles, use *CIJE* in addition to *RIE*. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?
ED 290 171
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay.
ED 285 176
Writing Begins at Home: Preparing Children for Writing before They Go to School.
ED 285 207

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No_ISBN-0-435-08452-6
Pub Date_87
Note_64p.
Available from_Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type_Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The *ERIC Thesaurus* is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the *Thesaurus* that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the *Thesaurus*, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of *RIE*. In addition to the main entry section, each volume of *RIE* contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in *RIE* are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (CIJE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of *CIJE* according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in *CIJE* are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (in most cases) from University Microfilms International.

Semiannual and annual issues of *RIE* and *CIJE* consolidate the monthly subject, author, and institution indexes.

COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of *RIE/CIJE*; in effect, you thumb through more than 200 issues of *RIE* at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

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Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.

ERIC/RCS

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The Clearinghouse on Reading and Communication Skills is responsible for educational materials and information related to research, instruction, and personnel preparation in such areas as English language arts, reading, composition, literature, journalism, speech communication, theater and drama, and the mass media.

ERIC relieves you of the need to maintain copies of your materials for distribution to people or organizations requesting them, since documents can be ordered individually in both microfiche and paper copy formats from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia.

Dissemination through ERIC provides a wide audience for your materials since there are more than 700 ERIC microfiche collections throughout the world. In addition, your material can be retrieved at the more than 450 locations that provide computer searches of the ERIC database.

Because your documents are permanently indexed in *RIE* and on computer tape, ERIC serves an archival function as well as keeping users informed of current theories and practices.

We depend on our network of volunteer contributors to accomplish our goal of making information readily available to the educational community and to the general public.

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Adult Literacy: Contexts and Challenges

by Anabel Powell Newman and Caroline Beverstock

The definitive statement on the history, purpose, meaning, and immediate future of the Adult Literacy Movement in America.

Adult Literacy table of contents:

Adult Literacy: A New American Value
What Literacy Has Come to Mean
Measuring America's Literacy
The Emergence of Thinking about Adult Literacy
Adult Literacy Research: Surveying a New Field
The National Coalition for Literacy
Literacy Initiatives
The Challenges of Adult Illiteracy

More than one million of our citizens are in prison, and most of them are functionally illiterate. Having failed to teach them to read and write in the schools, we are forced to teach them in prison. Half-a-generation ago, America's awareness of our growing problem of insufficient literacy was limited to polite questions about why Johnny (and Janie) couldn't read. Now we are engaged in a great civil urgency, testing whether this nation, or any nation, with one-quarter of its population suffering from undereducation and insufficient literacy, can long endure.

Newman and Beverstock respond to the challenge in ringing tones:

> The United States has taken 200 years to realize that literacy is a natural human right and, therefore, a moral obligation—a long time in terms of one human life, a twinkling in the overall scheme of things. The U.S. government depends on the participation of the people in the democratic process; the participation of uneducated illiterates is dangerous to democracy. The Preamble to the Constitution promised to "promote the general welfare" of all our generations. Because the welfare of our citizens rests on their ability to read and write, we must declare anew the independence of our people from ignorance and illiteracy. (p. 28)

Anabel Newman is Professor of Language Education at Indiana University (Bloomington); Director of the Reading Practicum Center; and co-designer of CONSULT-1(R), a computer-aided diagnostic that determines how individuals need to be taught to read. Two-term chair of the National Coalition for Literacy, Dr. Newman brings to her authorial share of this team-produced volume a lifetime of literacy activism, research, and front-line experience in patiently teaching people one-by-one to read.

Caroline Beverstock, a new star on the horizon of learning skills and literacy, is a doctoral candidate in the Indiana University (Bloomington) School of Education. She has been a literacy instructor in widely varying ethnic and cultural settings, from polyglott southern California and the Learning Skills Center at IU, to Indiana Women's Prison, from Martin University (a 90% Black school in Indianapolis) to St. Meinrad's Seminary. Caroline combines keen technical insight in such critical matters as literacy assessment and research methods with her special sensitivity to the learning needs of the disenfranchised literacy learner.

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